DOCUMENT RESUME

ED 107 069 EC 072 852

TITLE	Administrators' Guide to Public School Programs for Handicapped Children.
INSTITUTION	South Carolina State Dept. of Education, Columbia.
PUB DATE	74
NOTE	160p.
EDRS PRICE	MF-$0.76 HC-$8.24 PLUS POSTAGE
DESCRIPTORS	*Administrative Personnel; Exceptional Child Education; *Guidelines; *Handicapped Children; Program Development; Program Planning; Public Schools; *Special Education; State Programs; *State Standards
IDENTIFIERS	*South Carolina

ABSTRACT

The South Carolina State Department of Education has prepared the guidebook to assist local school administrators in establishing public school programs for handicapped children. Information is provided on state laws; the role of consultants; the professional staff in the Office of Programs for the Handicapped; responsibilities of school personnel and the district coordinator; the identification and the incidence of handicapping conditions; evaluation, placement, dismissal, and reevaluation procedures; the appropriateness of programs using self-contained classes, resource rooms, or itinerant teachers; and forms for state reimbursement of special education teachers and for submitting data on special units. Discussed are definitions of nine handicapping conditions, eligibility criteria for special programs, types of programs recommended, facilities, equipment and materials, procedures for establishing and operating a program and supportive services. The state's Instructional Materials Center for Handicapped Children and federal programs are explained. Guidelines and forms are given relating to such programs as homebound instruction, classroom-to-home video or audio service, and instructional services for handicapped pupils by public school districts in other facilities. Additional data are presented concerning such matters as the certification of teachers of the handicapped, teacher training programs, and other publications by the Office of Programs for the Handicapped. (GW)

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ADMINISTRATORS' GUIDE
TO PUBLIC SCHOOL PROGRAMS FOR HANDICAPPED CHILDREN

South Carolina Department of Education
Cyril B. Busbee, State Superintendent
Columbia, South Carolina
1974

Robert S. Black, Director
Office of Programs for the Handicapped

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FOREWORD

The South Carolina Department of Education recognizes the need to provide adequate educational opportunities that will enable every child to develop to the maximum of his potential. In order to achieve this goal the child with a handicapping condition must also be given the privilege of obtaining a public school education.

To insure that these children are accorded the opportunity for a public school education, an act to provide a mandatory program for education of handicapped children in the public schools was passed by the South Carolina Legislature in February of 1972. South Carolina law requires that "The board of trustees of each school district shall, upon approval of its district's plan by the State Department of Education, establish and operate a program which will insure an appropriate education for each handicapped child resident within the district and shall maintain adequate records of the training and services provided and the children participating in the program." (Article 4.1 South Carolina Code)

The challenge of educating handicapped children is imposing, but this challenge can be met through statewide cooperation. The South Carolina State Department of Education will cooperate fully with school boards, school administrators, teachers and other interested agencies and organizations in providing effective educational programs for all handicapped children in South Carolina.

The Office of Programs for the Handicapped, South Carolina State Department of Education, has prepared the *Administrators' Guide to Public School Programs for Handicapped Children* as a reference to assist local school administrators in establishing and implementing programs.

The goal of the State Department of Education is to assist local school districts in providing effective educational programs for all handicapped school children of South Carolina.

Cyril B. Busbee

State Superintendent of Education

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ABBREVIATIONS FOR SOURCES USED FREQUENTLY

Code of Laws of South Carolina, 1962.
(as amended through 1973)
Title 21, Education

abbreviated South Carolina Code

Continuous Upgrading of Education
Objective: Defined Minimum Program

abbreviated Defined Minimum Program

Standards and Procedures for Implementing the Provisions of Act No. 977 of 1972 to Establish a Mandatory Program of Education of Handicapped Children in Public Schools

abbreviated Standards and Procedures

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PHILOSOPHY OF THE OFFICE OF PROGRAMS FOR THE HANDICAPPED

We believe that every child is important and that every child is basically a "normal" child. In other words, the handicapped child is perceived as a normal child with a handicapping condition.

The objectives of the educational program for children with handicapping conditions should be compatible with and an integral part of the educational goals for all children. The purposes of education for children with handicapping conditions--like those for general education--should focus on the individual and his optimal development as a skillful, free and purposeful entity, able to plan and manage his own life and reach his highest potential in society. Thus, special education is a part of and not apart from regular education.

Children are not uniformly equipped and responsive to the peculiar demands of school and society. The educational system and our democratic culture must be willing to provide for the uniqueness of individuals with consideration for their capabilities, needs, disabilities and interests. Every child has a right to a high quality educational program in which he can experience success. In the case of a child with a handicapping condition, this success may be contingent upon an adjustment of the techniques and materials of instruction to meet his individual needs.

We look with pride upon the progress made in our state in educational programming for children with handicapping conditions; however, we realize that satisfaction with the past does not assure progress in the future. New developments show us that past accomplishments are outmoded. We view the fulfillment of our mission as the maturing of a growing child. Our success should be measured not by the number of children enrolled in programs, but by the degree to which we help each child overcome his handicap by successfully adjusting to it and to the world of change in which he lives.

HISTORICAL MILESTONES

1945 A hearing testing program was established at the State Department of Education.

1948 A program of speech correction services was established through the State Department of Education and the State Board of Health.

1949 The program within the State Department of Education became known as the Hearing and Speech Correction Program.

1954 The Special Education Act of 1954 authorized public school programs for educable mentally handicapped, physically handicapped and homebound students. A supervisor of the program was employed by the State Department of Education.

1958 The Special Education Act was expanded to allow state aid for teachers of trainable mentally handicapped children and public school speech therapists.

1967 The Hearing and Speech Correction Program and the Special Education Program merged to form the Program for Exceptional Children, State Department of Education. The Instructional Materials Center for Handicapped Children was established. Legal school age for hearing handicapped children was lowered from six years old to four years old.

1970 Public school programs were authorized for emotionally handicapped, visually handicapped and children with learning disabilities.

1971 The program was reorganized administratively within the State Department of Education from a section of the Office of General Education to the Office of Programs for the Handicapped. The "Five Year Plan to Provide Appropriate Educational Programs for South Carolina Students With Handicapping Conditions" was approved by the State Board of Education.

1972 Act No. 977 was enacted to establish a mandatory program of education of handicapped children in the public schools. Existing laws were amended to allow state aid reimbursement for resource teachers and itinerant specialists. Services were initiated for deaf-blind children.

1973 Five associate centers were added to the South Carolina Instructional Materials Center Network.

CODE OF LAWS OF SOUTH CAROLINA, 1962
(as amended through 1973)
Title 21, Education

ARTICLE 4.

For Education of Physically and Mentally Handicapped Children.

§21-295. **Definitions.**--*(1) "Special education program"* means educational services carried on through special schools, special classes and special instruction;

(2) *"Educable mentally handicapped pupils"* means pupils of legal school age whose intellectual limitations require special classes or specialized education instruction to make them economically useful and socially adjusted;

(3) *"Trainable mentally handicapped pupils"* means pupils of legal school age whose mental capacity is below that of those considered educable, yet who may profit by a special type of training to the extent that they may become more nearly self-sufficient and less burdensome to others;

(4) *"Emotionally handicapped pupils"* means pupils of legal school age with demonstrably adequate intellectual potential, who because of emotional, motivational, or social disturbance require special classes or specialized education instruction suited to their needs;

(5) *"Hearing handicapped pupils"* means pupils of age four or older who are certified by a licensed specialist that their hearing deficit requires special classes or specialized education instruction suited to their needs;

(6) *"Orthopedically handicapped pupils"* means pupils of legal school age who have an impairment which interferes with the normal functions of the bones, joints, or muscles to such an extent and degree as to require the school to provide special facilities and instructional programs;

(7) *"Visually handicapped pupils"* means pupils of legal school age who either have no vision or whose visual limitations after correction result in educational handicaps unless special provisions are made;

(8) *"Learning disabilities pupils"* means pupils with special learning disabilities who exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbances or to environmental disadvantage;

(9) *'Physically handicapped pupils"* means pupils of sound mind and of legal school age who suffer from any disability making it impracticable or

impossible for them to benefit from or participate in the normal classroom program of the public schools. (1954 (48) 1479; 1958 (50) 1877; 1964 (53) 2101; 1967 (55) 153; 1970 (56) 2406; 1972 (57) 2638.)

Effect of amendments.
The 1972 amendment rewrote this section.

§21-295.1. State Department of Education to supervise program; services to be expanded.—The special education program shall be under the supervision of the State Department of Education. The State Superintendent of Education shall expand the services to the State Department of Education to include through the Division of Instruction a more extensive program of special education for physically and educable mentally handicapped children in the various school districts of the State. (1954 (48) 1479; 1958 (50) 1877.)

§21-295.2. State Superintendent may employ additional personnel; salaries.—The State Superintendent of Education may employ on the staff of the State Department of Education additional personnel, if such be necessary, of suitable professional qualifications, whose duties shall be, under the direction of the State Superintendent of Education, to help develop and supervise the special education program authorized in this article. The State Superintendent of Education is authorized to pay the salary of such additional personnel from the appropriation to the State Department of Education for the hard of hearing and speech program. (1954 (48) 1479; 1958 (50) 1877.)

§21-295.3. Services for which State aid allowed.—The State Superintendent of Education shall reimburse school districts of the State for providing special educational services when in compliance with the provisions of this article and the rules and regulations of the State Board of Education, from the regular appropriations and for teachers' salaries, in such manner as is provided by law. Such State aid shall be allowed as follows:

(1) For special education services for the educable mentally handicapped, State aide shall be allowed (a) for a teacher employed with a minimum average daily attendance of ten enrolled in a self-contained class, or (b) a teacher in educable mentally handicapped employed to serve a minimum average daily attendance of twenty-six educable mentally handicapped pupils for other instruction in a regular class.

(2) For special education services for the trainable mentally handicapped, State aid shall be allowed for a teacher employed with a minimum average daily attendance of eight.

(3) For special education for pupils with speech defects, State aid shall be allowed to school districts for speech clinicians (a) on the basis of one clinician per seventy-five speech handicapped children with this special aid being allowed notwithstanding the fact that such children may be counted

for regular State aid in regular classes, or (b) on the basis of one clinician per one thousand five hundred students where severe speech problems are present requiring more intensified therapy.

(4) For special education for emotionally handicapped children, State aid shall be allowed (a) for a teacher employed with a minimum average daily attendance of eight enrolled in a self-contained class, or (b) a teacher in emotionally handicapped employed to serve a minimum average daily attendance of twenty-six emotionally handicapped pupils enrolled for other instruction in a regular class.

(5) For special education for hearing handicapped children, State aid shall be allowed (a) for a teacher with a minimum average daily attendance of six enrolled in a self-contained class, or (b) a teacher in hearing handicapped employed to serve a minimum average daily attendance of twelve hearing handicapped pupils enrolled for other instruction in a regular class.

(6) For special education for visually handicapped children, State aid shall be allowed (a) for a teacher employed with a minimum average daily attendance of six enrolled in a self-contained class or (b) a teacher in visually handicapped employed to serve a minimum average daily attendance of twelve visually handicapped pupils enrolled for other instruction in a regular class.

(7) For special education for orthopedically handicapped children, State aid shall be allowed (a) for a teacher employed with a minimum average daily attendance of eight enrolled in a self-contained class, or (b) a teacher in orthopedically handicapped employed to serve a minimum average daily attendance of sixteen orthopedically handicapped pupils enrolled for other instruction in a regular class.

(8) For special education for learning disabilities children, State aid shall be allowed (a) for a teacher employed with a minimum average daily attendance of ten enrolled in a self-contained class, or (b) a teacher in learning disabilities employed to serve a minimum average daily attendance of twenty-six learning disabilities children enrolled for other instruction in a regular class.

(9) For teachers serving more than one type of handicapped pupil, State aid shall be allowed on the basis of the enrollment required for the handicapping condition affecting the majority of pupils served by the specialist.

(10) The proportionate part of a teacher's salary will be allowed when such a teacher has less than the required minimum average daily attendance and enrollment.

(11) If in any district there are handicapped children not able even with the help of transportation to be assembled in a school, instruction may be provided in a child's home, or in hospitals or sanitoria. Children so instructed may be counted under the provisions of this article. If the child is permanently disabled, the cost of classroom-to-home video or audio service shall be allowed at the rate of six hundred dollars per year. The State Board of Education shall determine the number of hours of home instruction

acceptable in lieu of regular school attendance. (1954 (48) 1479; 1958 (50) 1877; 1964 (53) 2101; 1967 (55) 153, 719; 1970 (56) 2406; 1972 (57) 2638.)

Effect of amendments.
The 1972 amendment rewrote this section.

§21-295.4. Qualifications of teachers.—No person shall be employed as a teacher in the special education program in the State unless such person holds a valid teacher's certificate issued by the State Department of Education and, in addition, possesses such special qualifications as the State Board of Education may require, or holds a comparable certificate in special education as may be developed by the State Board of Education. (1954 (48) 1479; 1958 (50) 1877.)

§21-295.5. Local school authorities to make annual surveys; eligibility of pupils.—(1) County superintendents of education, with the cooperation of school boards and other school officials in the various counties of the State and with the special assistance of the county attendance teachers, shall make an annual survey to determine the number of physically and mentally handicapped children in the respective counties and school districts and shall report results of such survey to the State Superintendent of Education in such manner as the State Superintendent of Education may require.

(2) It is the responsibility of the local school authorities, with the assistance of the State Department of Education, to determine by tests and special examination what pupils are eligible for special education services. No handicapped child shall be considered eligible for special education services except upon a certified diagnosis of a defect by competent and appropriate professional authorities acceptable to the State Department of Education. (1954 (48) 1479; 1958 (50) 1877.)

§21-295.6 Districts may operate programs singly or jointly; when district becomes eligible for State aid.—A school district may operate a special education program for children eligible for such services under the provisions of this article and rules and regulations of the State Board of Education, either as a district or jointly with other districts.

When proper facilities have been provided and when application has been made to and approved by the State Department of Education, the district will become eligible for State aid as provided in this article. (1954 (48) 1479; 1958 (50) 1877.)

§21-295.7. Rules and regulations of State Board of Education.—The State Board of Education is directed to establish rules, regulations and policies:

(1) For screening, classifying and determining, by use of standardization tests and such psychological and medical services as may be necessary, by qualified personnel, the eligibility of pupils to receive the benefits under the provisions of this article;

(2) For determining certification requirements and special qualifications of teachers;

(3) For outlining the manner and procedure by which applications for aid and plans for operation may be made and approved; and

(4) For other matters not specified herein when necessary to carry out the provisions of this article. (1954 (48) 1479; 1958 (50) 1877.)

Cross reference.—For rules and regulations promulgated under authority of this section, see Rules and Regulations, Education, State Board of.

ARTICLE 4.1
Special Education of Handicapped Children.

§21-295.10. Findings of General Assembly; purpose of article.—The General Assembly finds that it is necessary and proper to provide an appropriate education for all handicapped children and youth enrolled in public schools or eligible for enrollment therein. It further finds that this purpose can best be accomplished through implementation of an intensive five-year plan to expand and improve existing programs for exceptional children in the public schools. The purpose of this article is to provide for the mandatory establishment of educational and training services and facilities for handicapped children in the public schools, between the ages designated in §21-752, who cannot be trained adequately without special educational facilities and services. (1972 (57) 2130.)

§21-295.11. State Board to establish program of specialized education for handicapped children; rules and regulations.—The State Board of Education shall establish a program of specialized education for all handicapped children in this State utilizing the personnel and facilities of, and administered by, the State Department of Education under the direction of the State Superintendent of Education and shall further prescribe standards and approve the procedures under which the facilities are furnished and services provided. The Board shall establish screening, evaluating and placement procedures for handicapped students who will participate in the programs established under this article and shall determine certification requirements for teachers, minimum room size standards and standards for other equipment and materials used in such programs. To carry out the provisions of this article the Board may promulgate such rules and regulations, not inconsistent with law as it shall deem necessary and proper. (1972 (57) 2130.)

§21-295.12. Definitions.—As used in this article:

a. *"Handicapped children"* shall mean those who deviate from the normal either psychologically or physiologically to such an extent that special classes, special facilities, or special services are needed for their maximum development, including educable mentally handicapped, trainable mentally handicapped, emotionally handicapped, hearing handicapped, visually handicapped, orthopedically handicapped, speech handicapped, and those handicapped by learning disabilities as defined in item (1), §21-295.

(b) *"Professional workers"* shall mean personnel certified and approved by the Department of Education and shall include, but not be limited to, speech and hearing specialists, mobility instructors, special education interns, special education administrators, supervisors or coordinators devoting full time to special education, and teachers of any class or program defined in this article who meet the requirements of the article.

(c) *"Special education services"* shall mean, but not be limited to, special classes, special housing, homebound instruction, special rental facilities, braillists and typists for visually handicapped children, transportation, maintenance, instructional materials, therapy, professional consultant services, psychological services, itinerant services and resource services. (1972 (57) 2130.)

§21-295.13. School districts to conduct surveys and devise plans; approval of plans by Department; annual reports of school districts.—Each school district individually or in combination with other school districts shall conduct a survey of the educational needs of all handicapped children within its jurisdiction and, with the assistance of the State Department of Education, devise an educational plan for the children concerned. This plan shall provide instruction through the use of resource rooms, crisis teachers, itinerant teachers, diagnostic/prescriptive teachers, self-contained classes, or other models approved by the State Department of Education. The plan shall be presented to the Department for approval within one year after February 14, 1972. An annual report shall be made by each district to the Department to indicate the extent to which the plan has been implemented and to report additional planning. (1972 (57) 2130.)

§21-295.14. School districts to establish and operate programs; contracts between districts; special arrangements for multiple-handicapped children.—The board of trustees of each school district shall, upon approval of its district's plan by the State Department of Education, establish and operate a program which will insure an appropriate education for each handicapped child resident within the district and shall maintain adequate records of the training and services provided and the children participating in the program. When a school district cannot satisfy the requirements of this section by providing for the education of its resident handicapped children because of insufficient numbers, the district may contract with other districts within the State or school systems or institutions outside South Carolina which maintains approved special educational facilities. The sending district must document this lack of numbers and receive prior approval from the State Department of Education. The sending district may contract and pay the receiving district or institution the per capita cost of instruction, special equipment and special services not reimbursed to the receiving district by the State, federal and other moneys plus the cost of transportation and of maintenance if the nonresident children must reside away from their homes. The district which enters into such nonresident contract arrangements, which are approved by the State Department of Education, shall be reimbursed by the Department for tuition, fees, transportation and books, not to exceed the per pupil cost of educating a handicapped child of identical age in the public schools. Special arrangements for multiple-handicapped children for whom special appropriations are provided because of the severity of their handicaps may be made with the Department. (1972 (57) 2130.)

§21-295.15. Cooperation with other agencies; acceptance of donations.—District and State educational agencies are required to cooperate with other agencies within the State, both public and private, interested in working toward the education, training and alleviation of the handicaps of handicapped children, and all such agencies are authorized to accept gifts or donations from such private agencies. (1972 (57) 2130.)

§21-295.16. Funding; article supplementary.—The General Assembly shall appropriate funds to implement the provisions of this article with initial funding for planning and organizing to begin with the fiscal year 1972-1973. Costs for all programs of handicapped children shall be shared with the school districts on the same basis that education costs are currently provided for such children attending the public schools. The provisions of this article are supplementary to all existing programs for the education of handicapped children. (1972 (57) 2130.)

§21-295.17. Declaration of policy as to residential and nonresidential programs.—The General Assembly declares that the public policy of this State is to provide, when feasible, the resources, assistance, coordination, and support necessary to enable the handicapped person to receive an education within the context of his home and community. Where individuals have previously been placed in residential treatment centers it is recognized that the services and programs to be provided under this article will offer new resources for the care and training of such individuals at home. The governing agencies of such residential programs are encouraged to investigate the resources to be provided by this article and, where appropriate, work closely with the family, guardian, or other responsible agent to effect the meaningful return of institutionalized persons to the more normal environment of their homes and communities. At the same time, the General Assembly directs responsible agencies administering residential programs not to view this article as reason for the indiscriminate return home of current institutional residents.

In no instance shall the governing agency of such residential center return a person to his home without the advance, written consent of his parent, guardian, or other responsible party.

However, where the parent, guardian, or other responsible party shall oppose the recommendation of the agency administering the residential program to return the individual to his home, the agency, based upon professional judgment, may place the individual in other nonresidential programs such as foster homes, community residences, halfway residences, or other similar services designed to promote the growth and development of the handicapped individual. (1972 (57) 2130.)

ARTICLE 5.

For Schools Employing Psychologists.

§21-295.21. State aid authorized.—The State Superintendent of Education is hereby authorized and directed to pay State aid to any county or school district in South Carolina employing a school psychologist under conditions as set forth in this article. (1962 (52) 1896.)

§21-295.22. Psychologists to have certificates.—The school psychologists employed by the counties or school districts shall have a valid certificate issued by the State Board of Education according to regulations established by the Board. (1962 (52) 1896.)

§21-295.23. Payment of State aid; amount.—State aid for school psychologists shall be paid from the appropriation for State aid for teachers salaries. The amount of State aid for each psychologist employed shall be determined by the application of the same laws, rules and regulations as pertain to the existing State scale for paying teachers' salaries. (1962 (52) 1896.)

§21-295.24. Eligibility for State aid; amount of State aid for which school may otherwise qualify not affected.—Any county or school district shall be eligible for State aid for a school psychologist employed for each five thousand pupils enrolled; *provided,* that each county shall be eligible for State aid for at least one school psychologist. *Provided, further,* that any district or county may combine with any other school district or county in order to meet the minimum enrollment requirement and for the purpose of securing the services of a school psychologist. When school districts or counties are acting jointly in this respect, State aid shall be paid to the operating units in proportion to the enrollment in these units; *provided, further,* payments of State aid under the provisions of this article shall have no bearing on the amount of State aid for which a school may otherwise qualify regardless of the fact that pupils with whom the psychologist works may already have been counted for other purposes of State aid. (1962 (52) 1896.)

§21-295.25. Psychologist to be employed by State Department of Education.—The State Superintendent of Education shall employ a school psychologist in the State Department of Education in order to properly supervise the work of school psychologists employed by the counties and school districts and also to be available to help counties and school districts unable to employ a school psychologist. (1962 (52) 1896.)

§21-295.26. Rules and regulations.—The State Board of Education may promulgate such rules and regulations as may be necessary to carry out the provisions of this article. (1962 (52) 1896.)

ROLE OF STATE DEPARTMENT CONSULTANTS IN THE OFFICE OF PROGRAMS FOR THE HANDICAPPED

A staff of consultants employed by the State Department of Education has the overall responsibility of providing leadership at the state level for implementation of appropriate educational programs for all handicapped children eligible for enrollment in public schools.

These consultants work under the leadership of the director of the Office of Programs for the Handicapped and are charged with the following responsibilities:

1. Develop criteria and provide leadership in initiating and maintaining comprehensive public school programs for all handicapped children in the state.

2. Serve in a regulatory capacity for fulfilling legislative requirements and State Board of Education regulations.

3. Offer consultative services to district personnel in planning, implementing and evaluating programs.

4. Develop procedures for procurement of state funds by districts operating programs for handicapped children as provided through state regulations and appropriations.

5. Review proposals and applications regarding federal funds for programs serving handicapped children and preparation of professional personnel.

6. Develop and distribute guidelines, manuals, bulletins, curricular materials, bibliographies, booklets and other printed information to assist district personnel in initiating and maintaining high quality programs.

7. Provide opportunities through conferences, workshops and meetings for public school personnel to upgrade their professional status and competencies.

8. Collect, interpret, evaluate and disseminate information relative to education of handicapped children for national, state and local use in promoting public awareness, effective planning and decision making, and changes in policies, regulations and legislation.

9. Initiate and/or continue cooperative relationships with local, state or federal agencies, institutions, service organizations and parent groups to promote comprehensive programs and services.

10. Cooperate and serve as liaison with institutions of higher education and professional organizations for the improvement of educational practices for handicapped children.

11. Participate in professional meetings and conferences on the national, state and local level to upgrade staff competencies.

PROFESSIONAL STAFF IN THE OFFICE OF PROGRAMS FOR THE HANDICAPPED

Rutledge Office Building
1429 Senate Street
Columbia, South Carolina 29201
(803) 758-7432

Black, Robert S.
Director
Room 309

Armstrong, Robert P.
Consultant, Mentally Handicapped
(Secondary Programs)
Room 308

Davis, Mary C.
Consultant, Federal and State Programs
Room 306

Driggers, Sherry H.
Consultant, Visually Handicapped
Room 307

Ginn, Mary E.
Consultant, Speech Handicapped and
Orthopedically Handicapped
Room 310

Morris, Carolyn C.
Consultant, Learning Disabilities
and Emotionally Handicapped
Room 306

Porter, Van C.
Consultant, Hearing Handicapped
Room 307

Rhame, Kathleen C.
Consultant, Speech Handicapped
Room 310

Vanzant, Sharon S.
Consultant, Mentally Handicapped
(Elementary Programs)
Room 308

Instructional Materials Center
1406½ Gervais Street
Columbia, South Carolina 29201
(803) 758-3250

Boney, Carolyn S.
Consultant, Instructional
Materials Center

Boswell, Frances F.
Librarian, Instructional
Materials Center

Marcum, Elizabeth M.
Consultant, Deaf-Blind

SUGGESTED RESPONSIBILITIES OF SCHOOL PERSONNEL IN PROVIDING FOR THE EDUCATION OF THE HANDICAPPED

Educational programs for handicapped children must be an integral part of the total school program. Administrators, teachers, and supportive personnel need to be aware of specific programs for the handicapped and the objectives of the respective programs. All services which are available to regular students should also be available to handicapped children.

Responsibilities of School Administrators

1. Provide an atmosphere which is conducive to the successful operation of programs for the handicapped.

2. Integrate the program for the handicapped with other school programs to as great an extent as possible.

3. Comply with all state school laws and State Board of Education regulations pertinent to programs for the handicapped.

4. Provide for the financial support of programs for the handicapped at least to the extent of regular programs.

5. Provide for appropriate physical facilities within the main school building.

6. Disseminate pertinent information to teachers of the handicapped.

Responsibilities of Regular Classroom Teachers

1. Attain a functional knowledge of the characteristics of handicapped children.

2. Maintain an educational environment appropriate to the diverse needs of children.

3. Maintain primary educational responsibilities for handicapped children served by resource persons.

4. Demonstrate a willingness to cooperate with special teachers.

Responsibilities of Special Teachers

1. Provide an optimal instructional program for identified handicapped children.

2. Share the responsibilities of all teachers to insure that special programs are an integral part of the school.

3. Inform all teachers within the school of existing programs for the handicapped, their operation and the expected outcomes.

4. Demonstrate a willingness to assist regular teachers.

5. Assist in the identification, diagnosis and appropriate placement of children suspected of manifesting handicapping conditions.

Responsibilities of Supportive Personnel

Provide handicapped children the "same services" as those received by students in regular programs. The "same services" includes use of library, art and music programs, counseling, social services, etc.

SUGGESTED ROLE OF THE DISTRICT COORDINATOR OF PROGRAMS FOR THE HANDICAPPED

One person should be delegated the responsibility for total program coordination of the district's program for handicapped children. This person should be knowledgeable, through experience and training, of the educational needs of handicapped children. Responsibilities of coordinator may include:

1. Seeing that all existing school policies, including the issuance of diplomas, are appropriately implemented to embrace the function of the special education program. He should also provide leadership in developing policies which are unique to programs for the handicapped.

2. Establishing sequential educational programs for all school-aged handicapped children in the geographic areas served by the district in accordance with all state school laws and State Department of Education regulations.

3. Monitoring district-wide screening programs for the continuous identification of children who need special programs.

4. Implementing appropriate and uniform procedures for identification, evaluation, placement and dismissal of handicapped children.

5. Serving on all district placement committees and implementing the final recommendations for the committees.

6. Organizing and managing programs (i.e., program models, curricula, materials, equipment, facilities).

7. Facilitating safe and adequate transportation for all eligible children.

8. Scheduling itinerant specialists or other teachers who must deviate from a normal routine. The schedule must assure adequacy of facilities, coordination with the regular school and other safeguards for an effective program.

9. Screening, interviewing and recommending applicants for positions in the special education program, in keeping with district policies and state requirements.

10. Maintaining individual pupil records which clearly indicate data resulting from the screening, evaluation and placement processes employed to assign each child to a program for the handicapped. Records should also reflect a history of the educational training and services provided each child.

11. Maintaining a roster of all personnel employed in programs for the handicapped and the children participating in each program.

12. Conducting staff meetings and individual conferences to insure proper coordination among all facets of the program for handicapped.

13. Using basic research and evaluation techniques to continually evaluate the total program for handicapped children. The coordinator consults with the superintendent, principals, supervisors, teachers, parents and pupils in evaluating staff personnel.

14. Providing opportunities for staff development.

15. Utilizing ancillary services, parental involvement, community agencies and all available resources to enhance the total program for handicapped children.

16. Assuming responsibility for public relations involving special education services as determined by district policy.

17. Providing reports and data as requested by the State Department of Education.

IDENTIFICATION OF CHILDREN WITH HANDICAPPING CONDITIONS

It is essential that school districts devise a method of identifying handicapped children enrolled in or eligible for enrollment in public schools. The first step in a comprehensive identification plan is to survey the community and school area served by the district.

Community Survey Procedures

I. Districts should contact the local health department, welfare department, mental health clinic and/or association, vocational rehabilitation office, juvenile court, child development centers, Easter Seal Society, churches, parent groups, and other organizations and agencies for assistance in identifying children (ages birth through 21) suspected of manifesting handicapping conditions.

2. Public school personnel should seek the cooperation of private clinics, private physicians, and other private agencies in referring children with handicapping conditions to appropriate school personnel for educational planning.

3. Additional referrals should be solicited from nursery schools, private kindergartens, parochial schools, and other private schools.

4. Local news media (newspaper, radio, television, etc.) should be utilized to whatever extent possible to publicize the availability of public school services for handicapped children and the appropriate referral process.

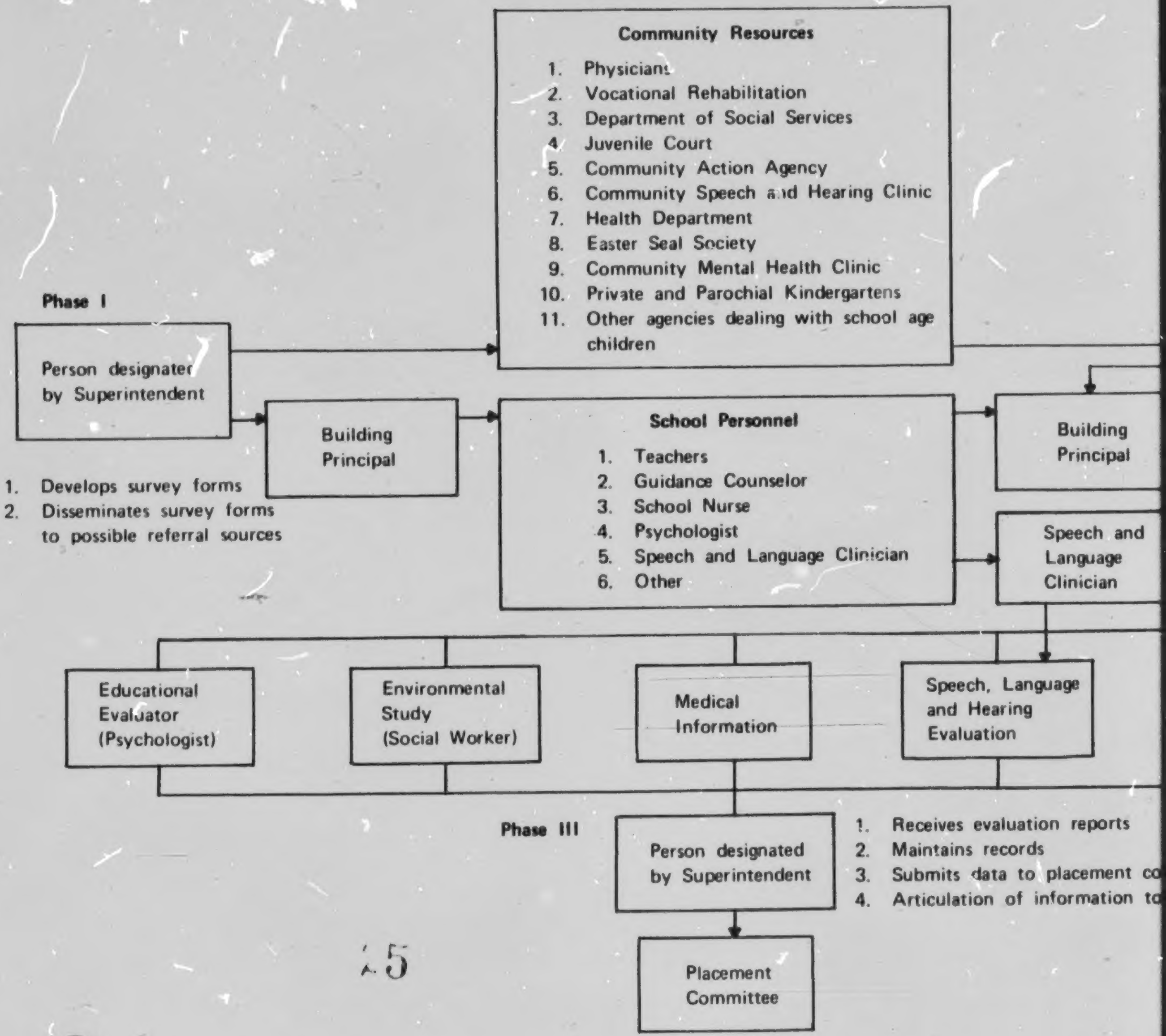
School Survey Procedures

1. The school survey should include a complete review of cumulative records for significant data, including results of readiness tests, group achievement tests and/or intelligence tests.

2. Referrals from teachers, school nurses, attendance supervisors, guidance counselors, social workers, and other school personnel should be screened.

3. A system should be established to screen for speech, hearing, and vision difficulties on a regular basis as outlined in Appendix B of the "Standards and Procedures for the Operation of Programs for the Handicapped."

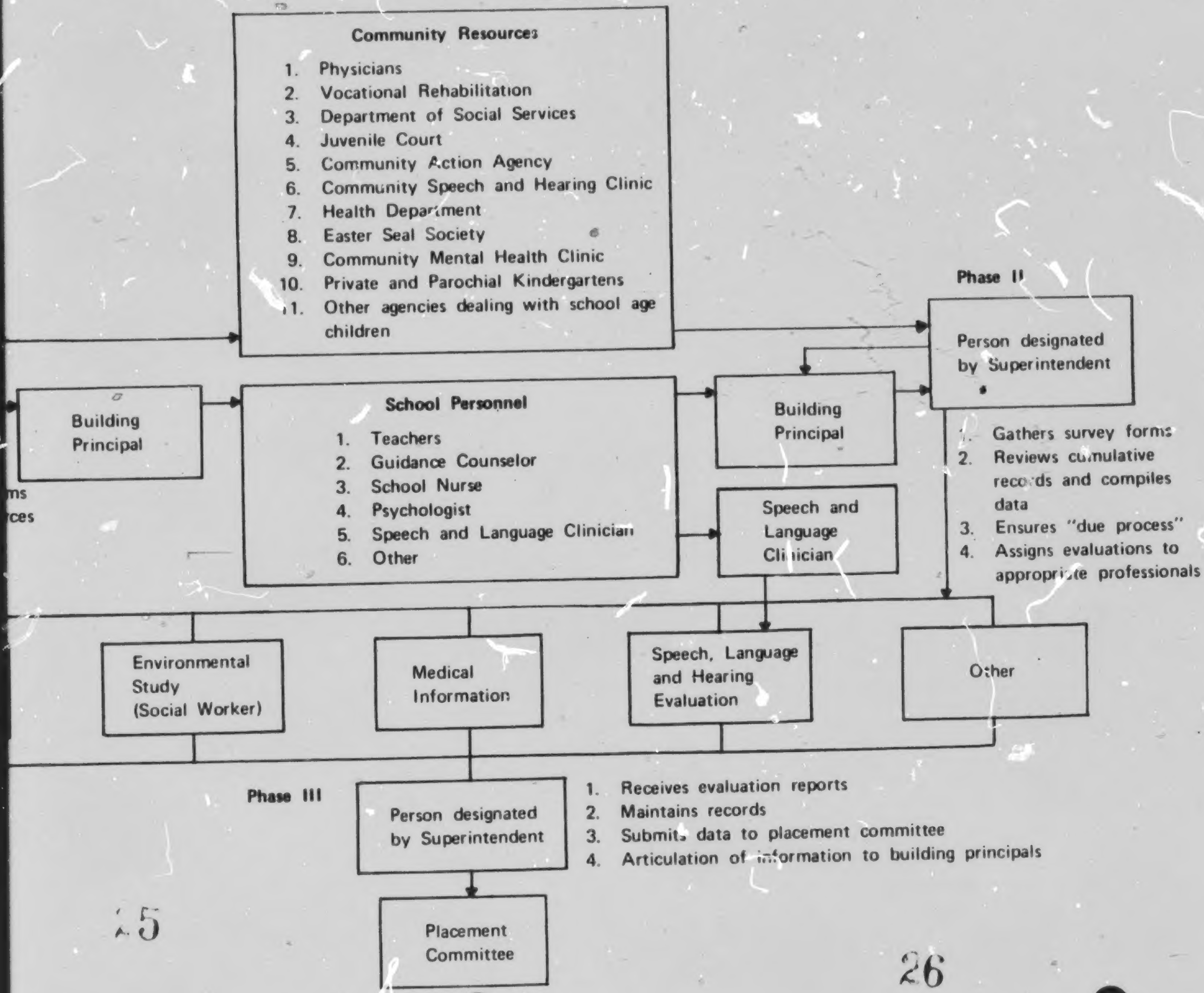
A MODEL SURVEY/PUPIL EVALUATION SYSTEM


Community Resources
1. Physicians
2. Vocational Rehabilitation
3. Department of Social Services
4. Juvenile Court
5. Community Action Agency
6. Community Speech and Hearing Clinic
7. Health Department
8. Easter Seal Society
9. Community Mental Health Clinic
10. Private and Parochial Kindergartens
11. Other agencies dealing with school age children
Phase I
Person designated by Superintendent
Building Principal
School Personnel
1. Teachers
2. Guidance Counselor
3. School Nurse
4. Psychologist
5. Speech and Language Clinician
6. Other
Building Principal
Speech and Language Clinician
Educational Evaluator (Psychologist)
Environmental Study (Social Worker)
Medical Information
Speech, Language and Hearing Evaluation
Phase III
Person designated by Superintendent
Placement Committee

1. Develops survey forms
2. Disseminates survey forms to possible referral sources

1. Receives evaluation reports
2. Maintains records
3. Submits data to placement co
4. Articulation of information to

A MODEL SURVEY/PUPIL EVALUATION SYSTEM


Community Resources
1. Physicians
2. Vocational Rehabilitation
3. Department of Social Services
4. Juvenile Court
5. Community Action Agency
6. Community Speech and Hearing Clinic
7. Health Department
8. Easter Seal Society
9. Community Mental Health Clinic
10. Private and Parochial Kindergartens
11. Other agencies dealing with school age children
Phase II
Person designated by Superintendent
Building Principal
ms
rces
School Personnel
1. Teachers
2. Guidance Counselor
3. School Nurse
4. Psychologist
5. Speech and Language Clinician
6. Other
Building Principal
Speech and Language Clinician
1. Gathers survey forms
2. Reviews cumulative records and compiles data
3. Ensures "due process"
4. Assigns evaluations to appropriate professionals
Environmental Study (Social Worker)
Medical Information
Speech, Language and Hearing Evaluation
Other
Phase III
Person designated by Superintendent
1. Receives evaluation reports
2. Maintains records
3. Submits data to placement committee
4. Articulation of information to building principals
Placement Committee

INCIDENCE OF HANDICAPPING CONDITIONS IN SOUTH CAROLINA

The Office of Programs for the Handicapped has formulated state incidence percentages for use in establishing estimates of the number of handicapped children in South Carolina.

These percentages are basically in keeping with incidence levels derived by the Bureau of Education for the Handicapped, U.S. Office of Education (1970). National conditions, however, are not always characteristic of individual states. For this reason demographic factors have been considered in determining the incidence figures reflected in "A Five Year Plan to Provide Appropriate Educational Programs for South Carolina Students With Handicapping Conditions."

The total incidence percentage of handicapping conditions for the state of South Carolina is 15.595 per cent. If a district exceeds the incidence for any of the handicapping conditions, the administration must be prepared to present documentation and explanation of the discrepancy.

Incidence Percentages by Types of Handicapping Condition

Educable Mentally Handicapped	5.00
Trainable Mentally Handicapped	.30
Emotionally Handicapped	3.00
Learning Disabilities	1.00
Hearing Handicapped	.70
Visually Handicapped	.09
Orthopedically Handicapped	.50
Speech Handicapped	5.00
Deaf-Blind	.005
Total Incidence	15.595

EVALUATION OF CHILDREN WITH HANDICAPPING CONDITIONS

Careful attention to the identifying procedures outlined earlier and to Appendix B of the "Standards and Procedures" should indicate those children suspected of possessing handicapping conditions. Definitive psycho-educational diagnoses are warranted for each of these children. It is strongly recommended that districts secure written parental permission to individually evaluate a child. Children suspected of having speech handicaps may be evaluated by a speech clinician certificated by the State Department of Education. For all other types of suspected handicapping conditions [illegible] evaluation should be conducted in such a manner as to utilize an appropriate array of [illegible]

1. *Environmental History.* A school social worker or other appropriate person should secure a history of the child and his family including information regarding socio-cultural background adaptive behavior as related to the non-school environment, language skills, inter-personal relations and behavior patterns.

2. *Educational Records.* A thorough review should be conducted of all school records pertaining to the child, including attendance and health records, former grades, all test results, anecdotal records, etc.

3. *Medical Examination.* All children suspected of having handicapping conditions should have a general physical examination by a licensed physician. Children manifesting hearing, visual, or orthopedic handicaps must be examined by an appropriate physician or medical specialist as outlined in Appendix C of the "Standards and Procedures."

4. *Psychological Evaluation.* The evaluative procedures for children suspected of significant mental deficiencies, emotional handicaps, or learning disabilities require that a psychologist approved by the State Department of Education administer at least one individual intelligence test and at least two other tests of psychological function of the observed difficulty. It is highly desirable that psychologists elaborate on their finds with regard to implications for teaching. This would suggest a planned program toward remediation of or compensation for the handicapping condition.

Evaluation instruments recommended by the Office of Programs for the Handicapped include the following: .

a. Individual intelligence tests (only one required)
    1) Stanford-Binet
    2) Wechsler Intelligence Scale for Children (WISC)

b. Other test of psychological function of the observed difficulty (at least two required)
    1) Illinois Test of Psycholinguistic Abilities (ITPA) - strongly recommended for suspected learning disabilities
    2) Bender-Gestalt

3) Peabody Picture Vocabulary Test (PPVT)
4) Goodenough-Harris Drawing Test
5) Vineland Social Maturity Scale
6) California Test of Personality
7) Frostig Developmental Tests of Visual Perception - recommended for children definitely suspected of having visual perceptual problems

5. *Academic assessment.* It is also strongly recommended that at least one individual achievement test be administered by special teachers, upon admission to special programs, to determine a child's current level of academic accomplishment. Suggested achievement tests include:

a. Wide Range Achievement Test (WRAT)
b. Peabody Individual Achievement Test (PIAT)
c. California Achievement Test (CAT)
d. California Test of Basic Skills (CTBS)
e. Metropolitan Achievement Test (MAT)
f. Stanford Achievement Test (SAT)
g. Iowa Test of Basic Skills (ITBS)

PLACEMENT AND DISMISSAL OF CHILDREN WITH HANDICAPPING CONDITIONS
(Standard III, "Standards and Procedures")

Placement and dismissal of pupils (except speech handicapped) participating in programs for the handicapped shall be made only upon the recommendation of a placement committee appointed by the local district superintendent or his designee. At least one placement committee shall be appointed; however, a superintendent may establish as many committees as necessary for the operation of the district's program for handicapped children.

The committee shall meet as often as necessary to determine the eligibility of all handicapped children (except speech handicapped) for original assignment, continued enrollment, and termination of special services. The placement committee shall have at least three members knowledgeable in the characteristics and educational needs of handicapped children.

Appropriate appointments to the placement committee may be selected from, but not necessarily limited to, the following types of personnel:

- Superintendent
- Principal
- Supervisor of handicapped program
- Teacher in appropriate area of handicap
- Regular classroom teacher
- School counselor
- Psychologist
- Social worker
- Physician
- School nurse
- Parent of the handicapped

A written summary of the deliberations, findings, and recommendations of the placement committee shall be maintained and shall include the names and positions of the persons participating in each meeting. A report is made and included in each pupil's folder.

The placement committee shall be responsible for reviewing each pupil's case periodically during the academic year and shall make recommendations on alternate placement and/or dismissal, as appropriate. If there is no objective evidence of pupil progress or adjustment, recommendations for reappraisal of the pupil shall be made by the placement committee to determine the appropriateness of special placement.

In recent court decisions affecting the placement of children in programs for the handicapped, judges have, without exception, ruled that the "due process" clause of the Constitution of the United States must be followed. Essentially, "due process" means that the parent is fully apprised of all findings by the placement committee, that the parent has a right to alternative diagnostic efforts, that the parent is advised of the implications when the child is declared "handicapped" and that the parent agrees to such a placement. It is strongly advised that districts procure parental signatures to the effect that "due process" has been followed prior to the placement of a child in a program for the handicapped.

RE-EVALUATION OF CHILDREN WITH HANDICAPPING CONDITIONS

All children remaining in programs for the handicapped should be re-evaluated at least every two years. (Standard III, "Standards and Procedures") Additionally, children should be re-evaluated immediately when recommended by the placement committee. Re-evaluation should include examinations by appropriate specialists as well as reports and recommendations by the teacher concerning the child's progress and continuance in the program.

PROGRAM MODELS FOR THE HANDICAPPED

General Description of Models

Self-Contained Model. This model provides for the pupils to remain with one teacher during the entire day. Depending upon the type of handicap, six to sixteen children are enrolled in a class. This setting is appropriate for use with children manifesting severe handicapping conditions. The major disadvantages are that children are isolated from normal peers and the cost factor is higher.

Resource Room Model. This approach combines the benefits of the self-contained regular class with the services of a specialist for certain areas of training, such as reading and mathematics. This procedure is appropriate for the educable mentally handicapped, emotionally handicapped, children with learning disabilities, visually handicapped, and hearing impaired children, provided these children can profit from regular class participation a portion of the school day. The major advantages are the pupils can remain with normal peers part of the school day and each specialist can serve more pupils than with the self-contained special class approach.

Itinerant Teacher Model. In this schema the teacher moves from school to school to work with handicapped children. The pupils remain in the regular class and are removed for specified training at certain intervals. This approach is effective in establishing appropriate programs for low prevalence handicaps when the number of handicapped pupils in each school does not justify a separate program. This model is also widely used with speech handicapped children.

D

RECOMMENDED PROGRAM MODELS FOR EACH HANDICAPPING CONDITION

The chart below relects the types of educational program that should be used with the various handicapping conditions. The model utilized will, by definition, vary in accordance with individual needs of the handicapped child, severity of the handicap, and the resources available to the district.

Type of Handicap	Self-Contained (ADA)	Resource or Itinerant (Caseload)
Educable Mentally Handicapped	10	26
Trainable Mentally Handicapped	8	not permitted
Emotionally Handicapped	8	26
Learning Disabilities	10	26
Hearing Handicapped	6	12
Visually Handicapped	6	12
Orthopedically Handicapped	8	16
Speech Handicapped		75 speech handicapped or 1,500 pupils enrolled

STATE AID REIMBURSEMENT FOR TEACHER OF THE HANDICAPPED

In order to receive full state aid for a teacher of the handicapped, the following average daily attendance (ADA) or caseload must be maintained (§21-295.3 of South Carolina Code):

Type of Handicap	Self-Contained	Resource Room	Itinerant Teacher
Educable Mentally Handicapped	X	X	X
Trainable Mentally Handicapped	X	not permitted	not permitted
Emotionally Handicapped	X	X	X
Learning Disabilities	X	X	X
Hearing Handicapped	X	X	X
Visually Handicapped	X	X	X
Orthopedically Handicapped	X	X	X
Speech Handicapped			X
Deaf-Blind	X	not permitted	not permitted

If a teacher serves more than one type of handicapped pupil, state aid shall be allowed on the basis of the enrollment required for the handicapping condition affecting the majority of the pupils served. (§21-295.3 of South Carolina Code)

All teachers who are reported for full state aid as teachers of the handicapped must work full-time with children identified as handicapped in accordance with Appendices A, B, and C of the "Standards and Procedures for the Operation of Programs for Handicapped Pupils." The school day for full time teachers shall be at least seven hours (Defined Minimum Program).

The proportionate part of a teacher's salary will be allowed when such a teacher has less than the required minimum average daily attendance or caseload and/or when such a teacher devotes less than full time to serving identified handicapped pupils. (§21-295.3 of South Carolina Code) A part-time teacher must teach a minimum of 180 minutes daily in order to receive any state aid. (§21-256 of South Carolina Code)

Basically there are three methods for obtaining state aid for teachers of the handicapped.

1. *Self-Contained Class.* Teachers in self-contained special classes are reported to the State Aid Office, State Department of Education, at the end of every 30-day accounting period on form 73-54 "Cumulative Report of Local Principals to County and State Superintendent."

2. *Resource or Itinerant Program.* Teachers in "other than self-contained programs," which include resource and itinerant models, are reported one time only at the end of the school year to the Office of Programs for the Handicapped, State Department of Education, on form SDE 29-035-00 "State Aid for Teachers of Handicapped Children Enrolled for Other Instruction in a Regular Class."

3. *Speech Program.* Speech clinicians are reported to the Office of Programs for the Handicapped, State Department of Education, in May of each year on form SDE 29-012-01 "Statistical Summary for State Aid - Speech Handicapped."

CUMULATIVE REPORT OF LOCAL SCHOOL PRINCIPAL TO COUNTY AND STATE SUPERINTENDENT

This Report To Be Made At The End Of Each 30 · Day Accounting Period

me of School ______________________

Telephone ______________________

SERIAL NUMBER ☐☐☐☐

County ______________________ District No. ______

Report for end of ______________ days Date ______________

GRADE	No of Class room Teachers **	ENROLLMENT						ATTENDANCE		MEMBERSHIP		Number Promoted Total	Number Retained Total
		10 DAY					35-DAY	Total Days Present	Average Daily Attendance	Total Days in Membership	Average Daily Membership		
		BOYS		GIRLS		Total	Total						
		W	N	W	N								
UNGRADED													
1													
2													
3													
4													
5													
6													
7													
8													
TOTAL ELEM													
7													
8													
9													
10													
11													
12													
TOTAL HIGH													
SELF-CONTAINED CLASSES													
TRAINABLE 1													
EDUCABLE 2													
ORTHOPEDICALLY 3													
EMOTIONALLY 4													
HEARING 5													
VISUALLY 6													
LEARNING 7													
TOTAL SPECIAL													
KINDERGARTEN STATE SUPPORTED													
KINDERGARTEN OTHER													
TOTAL KIND													

NO. OF DROPOUTS FOR THIS 30-DAY PERIOD ☐

certify that this report is true and correct ______________________

(Principal)

(District or Area Superintendent)

(County Superintendent of Education)

"STATE OFFICE COPY"

BEST COPY AVAILABLE

STATE AID REPORT FOR TEACHERS OF HANDICAPPED CHILDREN ENROLLED FOR OTHER INSTRUCTION IN A REGULAR CLASS

Office of Programs for the Handicapped
South Carolina Department of Education

District ____________ School Year ____________ Date ____________

Key For Area of Handicap

EMH - Educable Mentally Handicapped	VH - Visually Handicapped
EH - Emotionally Handicapped	HH - Hearing Handicapped
LD - Learning Disabled	OH - Orthopedically Handicapped

Name of Teacher (alphabetized)	Certificate Number	Number of Children By Area of Handicap						TOTAL
		EMH	EH	LD	VH	HH	OH	

1. Has every child counted in this report been identified as handicapped and evaluated in accordance with the minimal evaluation procedures described in Appendix C of the "Standards and Procedures for the Operation of Programs for Handicapped Pupils"?
   Yes ______ No ______
2. Is every child counted in this report enrolled for other instruction in a regular class? Yes ______ No ______
3. Does each teacher deal full-time with identified handicapped children? Yes _____ No _____
   If no, what portion of the school day does the teacher spend with identified handicapped children? ____________________

I certify that this report is true and correct: ____________________
Signature of District Superintendent

Return two copies to:

____
Signature of Person Completing Form

Office of Programs for the Handicapped
S. C. State Department of Education
Rutledge Building
Columbia, S. C. 29201

____
Title of Person Completing Form

SDE #29-035-00

STATISTICAL SUMMARY FOR STATE AID - SPEECH HANDICAPPED

County ____________
District ____________
Clinician's Name ____________
Certificate No. ____________
Employment Status: Full-Time ____ Part-Time ____
Number of Days Employed Per Week ____________
Scheduling System: Itinerant ____ Blocking ____
School Year ____________
Beginning Date: ________ Ending Date: ________
Number of Days Employed This Year ____________

Breakdown By Disorders (principle problem)	Number
Articulation	
Stuttering	
Cleft Palate	
HOH	
Language	
Voice	
Other (specify)	
Total	

Breakdown By Grades	Number
Kindergarten	
First Grade	
Second Grade	
Third Grade	
Fourth Grade	
Fifth Grade	
Sixth Grade	
Seventh Grade	
Eighth Grade	
Special	
High School	
Total	

Number of students receiving individual speech therapy ____________

Number of students receiving group therapy ____________

Number of students involved in speech improvement or language development programs ____________

Number of students dismissed as habilitated ____________

Number of students dismissed as having reached optimum proficiency ____________

Number of parent conferences held ____________

Number of teacher conferences held ____________

Number of in-service meetings held ____________

Number of schools served ____________

Average Monthly Caseload ____________

Speech Clinician (Signature)

Superintendent (Signature)

Approved By:

Clinician Supervisor (Signature)

Consultant, Speech Handicapped
Office of Programs for the Handicapped
State Department of Education

BEST COPY AVAILABLE

SDE 29-012-01

DATA PROFILE FOR SPECIAL UNIT

The district is responsible for submitting a "data profile sheet" for every special unit in operation to serve handicapped pupils. The form entitled "Data Profile for Special Unit" should be submitted to the Office of Programs for the Handicapped, State Department of Education, as early as possible in the school year, but not later than the end of the first 30-day accounting period.

RETURN TO: STATE DEPARTMENT OF EDUCATION

ATTENTION: Carolyn C. Morris, Consultant
Office of Programs for the Handicapped
Rutledge Office Building
Columbia, South Carolina 29201

DATA PROFILE FOR SPECIAL UNIT

______________________ County	______________________ School Year
______________________ District	______________________ District Coordinator of Programs for the Handicapped

Instructions: In order for us to provide more comprehensive services, it is necessary for us to obtain the following information. We are requesting that you complete this data profile for each unit for handicapped children in your district. This will replace the green "Application For Approval of Special Unit" formerly submitted. Please return as soon as possible.

Program Model (check one)

________Self-Contained	________Other______________________
________Other Than Self-Contained	______________________
	______________________ Please explain

Type(s) of Handicap(s) served (If more than one area please indicate)

________Educable Mentally Handicapped	________Trainable Mentally Handicapped
________Emotionally Handicapped	________Visually Handicapped
________Hearing Handicapped	________Speech Handicapped
________Orthopedically Handicapped	________Deaf-Blind

________Learning Disabilities

Grade Level Range______________________

Name of Teacher or Therapist______________________

Location of Teacher or Therapist______________________
School

____
City

EDUCABLE MENTALLY HANDICAPPED

Definition of Handicapping Condition

"Educable mentally handicapped pupils" means pupils of legal school age whose intellectual limitations require special classes or specialized education instruction to make them economically useful and socially adjusted.

The rate of mental development of educable mentally handicapped pupils is approximately one-half to three-fourths that of pupils with average intelligence and comparable chronological age. This category does not include pupils who have become educationally disadvantaged because of behavior problems and cultural or educational deprivation.

Criteria for Eligibility

Verification of Handicap. Candidates for placement in programs for the educable mentally handicapped must be evaluated according to the minimal procedure outlined in Appendices A, B and C of the "Standards and Procedures for the Operation of Programs for Handicapped Pupils."

Age Range. The age range of educable mentally handicapped pupils in elementary school programs should be approximately 6-12. The age range in middle school programs should be approximately 13-15. In senior high programs the age range should be approximately 16-21.

ADA/Caseload Required for State Aid

a. Self-contained class - For a self-contained class providing educational services for educable mentally handicapped children, state aid shall be allowed for a teacher employed with a minimum average daily attendance of 10 pupils. (§21-295.3 of South Carolina Code.)

b. Resource or itinerant program - For a resource or itinerant program providing special educational services for educable mentally handicapped children, state aid shall be allowed for a teacher employed with a continuous minimum caseload of 26 pupils. (§21-295.3 of South Carolina Code.)

Instructional Time

a. Self-contained class - The school day for educable mentally handicapped children enrolled in a special self-contained class is generally the same length as for regular pupils of comparable age and shall be a minimum of five hours. (Defined Minimum Program, 1973.)

b. Resource or itinerant program - The length of instructional time accorded to individual programs in a resource or itinerant program for educable mentally handicapped students will be determined by district personnel and should be based on the individual pupil's needs.

Types of Programs Recommended

Self-contained class. This program provides for the identified educable mentally handicapped pupil to receive specialized instruction from a single teacher for the entire school day. This type of educational program is most applicable with the more severely educable mentally handicapped child.

a. Class size - The size of a self-contained class for educable mentally handicapped children should range from 10-16 pupils. The pupil-teacher ratio shall not exceed 16-1 based on membership. (Defined Minimum Program, 1973.)

b. Curriculum - Sequential instruction shall be provided by a certified teacher of the educable mentally handicapped, (§21-295.4 of South Carolina Code) and should be based on the pupils' abilities and learning styles. At the elementary level emphasis is on readiness exercises, acquisition of basic learning skills, development of communication skills (speaking, listening, reading, writing), and social development. Instruction should also be given in the areas of health, music, and art. At the secondary level provisions should be made for more advanced development of basic skills, communication skills, health education and social skills. Additionally, broad course offerings should be provided in the areas of modern family living, leisure time utiliztion, personal adjustment, home management and finances, occupational adequacy, and civic responsibility.

Resource or Itinerant Program. This program model permits the educable mentally handicapped pupil to remain in a regular class for a portion of the school day and receive specialized, individual instruction at scheduled intervals from a specially trained teacher. This type of educational program is most applicable for the mildly mentally handicapped pupil.

The length of time the children are scheduled into the resource room will vary according to their individual needs. The resource room teacher should work closely with the regular classroom teacher to inform her of the child's progress, to coordinate classroom and resource room assignments, and to assist the classroom teacher in the use of new materials and techniques. Pupils may stay in the resource room for varying periods of time, but generally should not be scheduled for periods less than 30 minutes unless they are being phased out of the program. Grouping and scheduling of eligible pupils will be the responsibility of the special resource teacher in consultation with other appropriate personnel. Generally, groups will be limited to six to eight per group, not to exceed eight in any group.

a. Class size - The resource or itinerant teacher of the educable mentally handicapped should maintain a continuous minimum caseload of 26 pupils.

b. Curriculum - Instruction in a resource or itinerant program should be based on the individual pupil's areas of recognized difficulty. Emphasis should be placed on special instruction and remediation of the mathematics, reading and social areas of the regular curriculum. At the secondary level this model may provide for a cooperative program with Vocational Rehabilitation. Work-study activities are provided through a cooperative program between the State Department of Education, State Department of Vocational Rehabilitation and the local school district. This program may include training in jobs on the school campus or in community business facilities for a portion of the school day. Pupils should be considered in attendance and given full credit for this on-the-job training phase of their educational experience.

Facilities, Equipment and Materials

Facilities. The facilities housing programs for the educable mentally handicapped shall be equal in size and quality to regular school facilities and shall be in compliance with standards set by the State Board of Education. (South Carolina School Facilities Planning and Construction Guide, 1969.)

a. Self-contained classroom - Space for a self-contained classroom should be of equal size to regular classrooms and located in a regular school building which houses children of similar chronological age.

b. Resource or itinerant program. - The resource room or the room utilized by the itinerant specialist should be of sufficient size to comfortably accommodate the teacher, at least six pupils and any necessary furniture, materials, and equipment. It should be located in the school building near the academic area of the pupils it serves. If a portable unit is used, it should be located as near as possible to the academic area of the pupils to be served.

Equipment. Equipment items for the educable mentally handicapped may include, but not be limited to, the following:

a. tape recorders
b. record players
c. language masters
d. projection devices
e. controlled readers
f. programmed instructional devices
g. primary typewriters
h. piano

At the secondary level appropriate equipment should be provided for an adequate vocational program in addition to the regular educational program.

Materials. The teacher of the educable mentally handicapped shall have sufficient materials available to meet the individual needs of the children enrolled. (Standard V, "Standards and Procedures") These materials may include both commercially prepared and teacher-made items. Some items can be ordered from the *Catalogue of Adopted Textbooks (Including Workbooks) for Use in South Carolina Public Schools*, which may be obtained from the Office of Textbooks, South Carolina Department of Education. Materials at the secondary level should be compatible with the interests of teenagers but in keeping with the cognitive limitations of students enrolled. Materials should be designed to provide functional knowledge of the academic skills prerequisite to gainful employment.

Procedures for Establishing and Operating a Program

Application and Approval Procedures

a. The program must be reflected in the district's "Annual Plan for Education of Handicapped Pupils" prior to the year of implementation and approved by the State Department of Education. (§21-295.13 of South Carolina Code.)

b. The teacher shall be properly certificated in education of the educable mentally handicapped in accordance with standards and regulations set forth by the State Board of Education. (§21-295.4 of South Carolina Code.)

c. A data profile sheet must be submitted prior to the end of the first 30-day reporting period.

Record-keeping System. Records of pupils receiving specialized instruction must clearly indicate the screening, evaluation, and placement processes used to assign the pupil to the appropriate program. Records shall also reflect a history of the educational training and services provided and the children participating in the program. (§21-295.14 of South Carolina Code.)

Reporting. All programs for the educable mentally handicapped are reported in the district's "Annual Plan for the Education of Handicapped Pupils" and on form SDE 29-029-00, "Verification of Pupils Enrolled in Programs for the Handicapped," which accompanies the district's request for reimbursement of excess costs. For purposes of securing state aid, self-contained classes are reported on form 73-54, "Cumulative Report of Local Principals to County and State Superintendent," and resource or itinerant programs are reported on form 29-035-00, "State Aide Report for Teachers of Handicapped Children Enrolled for Other Instruction in a Regular Class."

Supportive Services

Local supportive personnel should be utilized where needed in the instructional program for educable mentally handicapped pupils. Agencies providing relevant services include:

Department of Social Services
Children and Family Services Division
Linda Liverman, Interim Chief
Rutledge Building
1429 Senate Street
P. O. Box 1520
Columbia, South Carolina 29202

Vocational Rehabilitation Department
Dr. Dill D. Beckman, Commissioner
Room 400, Wade Hampton Office Building
Columbia, South Carolina 29201
(803) 758-3154

South Carolina Employment Securities Commission
Counseling and Handicapped Services
C. Lem Harper, Chairman
Mrs. Jean Shipley, Supervisor
1225 Laurel Street
Columbia, South Carolina 29202
(803) 758-2706

TRAINABLE MENTALLY HANDICAPPED

Definition of Handicapping Condition

"Trainable mentally handicapped pupils" means pupils of legal school age whose mental capacity is below that of those considered educable, yet who may profit by a special type of training to the extent that they may become nearly self-sufficient and less burdensome to others.

The rate of mental development of trainable mentally handicapped pupils is approximately one-fourth to one-half that of pupils with average intelligence and comparable chronological age.

Criteria for Eligibility

Verification of Handicap. Candidates for placement in programs for the trainable mentally handicapped must be evaluated according to the minimal procedures outlined in Appendices A, B and C of the "Standards and Procedures for the Operation of Programs for Handicapped Pupils."

Age Range. The age range of trainable mentally handicapped pupils in elementary school programs should be approximately 6-12. The age range in middle school programs should be approximately 13-15. In senior high programs the age range should be approximately 16-21.

ADA Required for State Aid. For a self-contained class providing special educational services for trainable mentally handicapped pupils, state aid shall be allowed for a teacher employed with a minimum average daily attendance of eight pupils. (§21-295.3 of South Carolina Code.)

Instructional Time. The general schedule for the class for trainable pupils should be compatible with the full school day program. The school day shall be a minimum of four hours. (Defined Minimum Program, 1973.) Instructional scheduling within the classroom is determined by the individual pupil's needs.

Types of Programs Recommended

Self-contained Class. This program model provides for the identified trainable mentally handicapped pupil to receive specialized instruction from a single teacher for the entire school day. Because of the severe intellectual deficits of these children, teacher aides shall be provided for programs for trainable children. (Defined Minimum Program, 1973.)

a. Class size - The size of a self-contained class for trainable mentally handicapped children should range from 8-12 pupils. The pupil-teacher ratio shall not exceed 12-1 based on membership. (Defined Minimum Program, 1973.)

b. Curriculum - Instruction shall be provided by a certified teacher of the trainable mentally handicapped. (§21-295.4 of South Carolina Code.) The curriculum should be developmentally oriented with emphasis on health, self-help and safety skills. Development of communication skills should be part of the total educational program. While instruction must be based on the individual needs of the children enrolled, the direction at the secondary level should be biased toward social learning and pre-vocational skills. Activities should be emphasized which will lead to a reduction of dependencies by program participants.

Resource or Itinerant Program. The resource and itinerant models are not recommended for trainable mentally handicapped children.

Facilities, Equipment and Materials

1. Facilities housing programs for the trainable mentally handicapped shall be equal in size and quality to regular school facilities. *(South Carolina School Facilities Planning and Construction Guide, 1969.)* Classes should be located in or near a regular school building which houses pupils of similar chronological age. It is strongly recommended that restroom facilities be adjacent to the classroom or conveniently located to provide for the bodily needs of these children.

2. Equipment should include, but not be limited to, simulated environments in order to teach life experiences, (i.e., simulated stores, telephones, hazard signs, domestic settings.) At the secondary level equipment should be provided which will enhance the pupil's ability to function successfully within a sheltered workshop setting. Such equipment may include simple mechanical devices, packaging equipment, simple tools and domestic appliances. Equipment items should be provided which are commonly used in personal hygiene and promoting self-care.

3. Materials should be amenable to the various modalities of learning (i.e., tactile, auditory, visual.) Cognitive learning should not be ignored; however, sensory training and life experiences have proved more advantageous to trainable mentally handicapped children. Also, concrete materials and manipulative materials are extremely beneficial to trainable children. At the secondary level pupils should be provided with instructional materials necessary to insure some degree of success in functional academic skills, economic usefulness skills and vocational preparation for sheltered workshop activities.

Procedures for Establishing and Operating a Program

Application and Approval Procedures

The program must be reflected in the district's "Annual Plan for the Education of Handicapped Pupils" prior to the year of implementation and approved by the State Department of Education. (§21-295.13 of South Carolina Code.)

b. The teacher shall be properly certificated in education of the trainable mentally handicapped in accordance with standards and regulations set forth by the State Board of Education. (§21-295.4 of South Carolina Code.)

c. A data profile sheet must be submitted prior to the end of the first 30-day reporting period.

Record-keeping System. Records of pupils receiving specialized instruction must clearly indicate the screening, evaluation and placement processes used to assign the pupil to the appropriate program. Records shall also reflect a history of the educational training and services provided and the children participating in the program. (§21-295.14 of South Carolina Code.)

Reporting. All programs for the trainable mentally handicapped are reported in the district's "Annual Plan for the Education of Handicapped Pupils" and on form SDE 20-029-00, "Verification of Pupils Enrolled in Programs for the Handicapped," which accompanies the district's request for reimbursement of excess costs. For purposes of securing state aid, classes are reported on form 73-54, "Cumulative Report of Local Principals to County and State Superintendent."

Responsibility for Continued Services

School district personnel should seek appropriate placement for trainable pupils when they complete the public school program. Agencies and institutions should be solicited that provide supervision and training for the trainable adult in keeping with his needs. A partial list of agencies that provide such services is provided here:

S.C. Department of Mental Retardation
Dr. Charles D. Barnett, Commissioner
2712 Middleburg Drive
Columbia, South Carolina 29240
(803) 758-3671

South Carolina Opportunity School
Dr. J. Truett Willis, Superintendent
West Campus Road
West Columbia, South Carolina 29169
(803) 758-2503

Department of Social Services
Children and Family Services Division
Linda Liverman, Interim Chief
Rutledge Building
1429 Senate Street
P. O. Box 1520
Columbia, South Carolina 29202
(803) 758-2847

Vocational Rehabilitation Department
Dr. Dill D. Beckman, Commissioner
Room 400, Wade Hampton Office Building
Columbia, South Carolina 29201
(803) 758-3154

South Carolina Department of Health and Environmental Control
Dr. E.K. Aycock, Commissioner
J. Marion Sims Building
2600 Bull Street
Columbia, South Carolina 29201
(803) 758-5445

South Carolina Employment Securities Commission
Counseling and Handicapped Services
C. Lem Harper, Chairman
Mrs. Jean Shipley, Supervisor
1225 Laurel Street
P. O. Box 995
Columbia, South Carolina 29202
(803) 758-2706

South Carolina Association for Retarded Children
1517 Hampton Street
P. O. Box 1564
Columbia, South Carolina 29202
(803) 765-2431

EMOTIONALLY HANDICAPPED

Definition of Handicapping Condition

"Emotionally handicapped pupils" means pupils of legal school age with demonstrably adequate intellectual potential, who because of emotional, motivational, or social disturbance require special classes or specialized educational instruction suited to their needs.

Criteria for Eligibility

Verification of Handicap. Teachers must be teaching handicapped students who have been identified and evaluated in accordance with the minimal procedures described in Appendices A, B and C of the "Standards and Procedures for the Operation of Programs for Handicapped Pupils."

Age Range. The age range of emotionally handicapped pupils in elementary school programs should be approximately 6-12. The age range in middle school programs should be approximately 13-15. In senior high programs the age range should be approximately 16-21.

ADA/Caseload Required for State Aid

a. Self-contained class - State aid shall be allowed for a teacher employed with a minimum average daily attendance of eight pupils. (§21-295.3 of South Carolina Code.)

b. Resource or itinerant program - State aid shall be allowed for a teacher who maintains a continuous minimum caseload of 26 pupils. (§21-295.3 of South Carolina Code.)

Instructional Time

a. Self-contained class - The school day for emotionally handicapped pupils enrolled in a self-contained class is generally the same as for children enrolled in regular classes and shall be a minimum of five hours. (Defined Minimum Program, 1973.)

b. Resource or itinerant program - The length of instructional time accorded to individual pupils will be determined by district personnel based on the pupil's needs. A teacher for emotionally handicapped children must be serving *identified* emotionally handicapped pupils.

Types of Programs Recommended

Self-contained Class. A self-contained class approach requires that the pupils remain with one specially trained teacher during the entire day. Each teacher shall have a teacher aide (Defined Minimum Program, 1973.) This setting is more appropriate for the more severe emotionally handicapped cases at the elementary level.

a. Class size - The size of a self-contained class for emotionally handicapped pupils should range from 8-15 pupils. The pupil-teacher ratio shall not exceed 15-1 based on membership. (Defined Minimum Program, 1973.)

b. Curriculum - The curriculum content should be similiar to that of the regular program. However, adaptive teaching techniques must be employed to provide for affective education (i.e., behavior modification, operant conditioning, etc.).

Resource or Itinerant Program. These program models permit the pupils to remain in the regular education program and also to receive the services of a specialist as determined by the pupil's needs. This system appears feasible with mildly emotionally handicapped students. The resource and itinerant models are also recommended at the secondary level of instruction.

a. Class size - The resource or itinerant teacher of the emotionally handicapped should maintain a continuous minimum caseload of 26 pupils.

b. Curriculum - Adaptive teaching techniques should be employed at appropriate times of the day to complement the regular instructional program.

Facilities, Equipment and Materials

Facilities.

a. *Self-contained Class* - Classroom space shall be of equal size to regular classrooms and should be located in a regular school building which houses children of similar chronological age. (*South Carolina School Facilities Planning and Construction Guide, 1969.*) Areas of instruction of children with emotional handicaps may require special provisions regarding space, climate control, lighting, electrical outlets, lavatories, storage space and other environmental considerations that contribute to the educational remediation of children with emotional handicaps.

b. *Resource or Itinerant Program* - Classroom space should be compatible with other classrooms. It should be located in the school building near the academic area of the pupils to be served. If a portable facility is used, it should be located as near as possible to the academic area of the pupils to be served.

Equipment. Special equipment for instruction may include study cubicles, sight barriers, carpeting, and other environmental controls.

Materials. Children served by a special program for the emotionally handicapped require special instructional materials, some of which will need to be made by the teacher. Therefore, adequate time provisions should be made for this materials preparation. In addition, funds for the purchase of commercial materials must be a part of the administrative unit's regular instructional supplies budget.

Cost of a Program. The recommended allocation for the establishment of a new program is $400 and recommended allocation for the maintenance of an existing program is $150.

Procedures for Establishing and Operating a Program

Application and Approval Procedures

a. The program must be reflected in the district's "Annual Plan for the Education of Handicapped Pupils" prior to the year of implementation and approved by the State Department of Education. (§21-295.13 of South Carolina Code.)

b. The teacher shall be properly certificated in education of the emotionally handicapped in accordance with standards and regulations set forth by the State Board of Education. (§21-295.4 of South Carolina Code.)

c. A data profile sheet must be submitted prior to the end of the first 30-day reporting period.

Record-keeping System. Pupil records shall be maintained in such a manner as to clearly indicate the screening, evaluating, and placement processes employed to assign the pupil to a program for emotionally handicapped pupils. These records should also reflect the environmental history, educational training and services provided, and the children participating in the program. (§21-295.14 of South Carolina Code.)

Personnel working with children who have emotional handicaps may find it helpful to prepare periodic reports concerning the achievement of the instructional and behavioral goals set for them. In addition, it will be helpful to make a periodic review of progress achieved in alleviating discord between the child and other adults who frequently contact him.

Reports returning with the child to the regular classroom teacher should emphasize positive aspects as well as the child's present status and should not contain material which would tend to label the child in a manner that might be detrimental to his progress after returning to the regular class program.

Reporting. All programs for the emotionally handicapped are reported in the district's "Annual Plan for the Education of Handicapped Pupils" and on form SDE 29-029-00. "Verification of Pupils Enrolled in Programs for the Handicapped," should accompany the district's request for excess cost reimbursement. For purposes of securing state aid, self-contained classes are reported on form 73-54, "Cumulative Report of Local Principals to County and State Superintendent," and resource or itinerant programs are reported on form 29-035-00, "State Aide Report for Teachers of Handicapped Children Enrolled for Other Instruction in a Regular Class."

Supportive Services

The local supportive personnel (speech therapists, guidance counselors, remedial specialists, etc.) should be utilized where needed in the instructional program for emotionally handicapped pupils. Professional organizations for persons interested in the emotionally handicapped include the following:

National Association for Mental Health
10 Columbus Circle
New York, New York 10019

Child Study Association of America
132 East 74th Street
New York, New York 10031

Council for Children with Behavioral Disorders
Division of CEC
1920 Association Drive
Reston, Virginia 22091

LEARNING DISABILITIES

Definition of Handicapping Condition

The child with a learning disability exhibits a difference in one or more of the basic psychological processes involved in understanding or using spoken or written language. These may be manifested in differences of listening, thinking, talking, reading, writing, spelling or arithmetic. They include conditions which have been referred to as perceptual handicap, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning differences, *which are due primarily* to visual, hearing or motor handicaps, mental retardation, emotional disturbances or environmental disadvantage.

Criteria for Eligibility

Verification of Handicap. Teachers must be teaching handicapped students who have been identified and evaluated in accordance with the minimal procedures described in Appendices A, B and C of the "Standards and Procedures for the Operation of Programs for Handicapped Pupils."

Age Range. The age range of learning disabilities pupils in elementary school programs should be approximately 6-12. The age range in middle school programs should be approximately 13-15. In senior high programs the age range should be approximately 16-21.

ADA/Caseload Required for State Aid

a. Self-contained class - State aid shall be allowed for a teacher employed with a minimum average daily attendance of 10 pupils. (§21-295.3 of South Carolina Code.)

b. Resource or itinerant program - State aid shall be allowed for a teacher who maintains a continuous minimum caseload of 26 pupils. (§21-295.3 of South Carolina Code.)

Instructional Time

a. Self-contained class - The school day for children with learning disabilities placed in a self-contained class is generally the same as for children in regular classes and should include a minimum of five hours daily devoted to instructional activities.

b. Resource or itinerant program - The length of instructional time accorded to individual pupils will be determined by district personnel based on the pupil's needs. A teacher for learning disabled children must be serving *identified* learning disabled children.

Types of Programs Recommended

Self-contained Class. A self-contained class approach requires that the pupils remain with one specially trained teacher during the entire school day. This type of setting appears more feasible with the more severe learning disabilities cases at the elementary level.

a. Class size - The size of a self-contained class for learning disabled pupils should range from 10-14 pupils.

b. Curriculum - Programs for children with learning disabilities are primarily responsible for the processes of learning. Therefore, instruction must be truly individualized. Typical instructional activities may include visual and auditory perception, sequencing, motor training, laterality and directionality, etc.

Resource or Itinerant Program. Resource and itinerant models permit the pupils to remain in the regular education program and also receive the services of a specialist as determined by the pupil's needs. This system appears more feasible with the moderately handicapped learning disabilities children. The resource and itinerant models are recommended at the secondary level of instruction.

a. Class size - The resource or itinerant teacher of the learning disabled should maintain a continuous minimum caseload of 26 pupils.

b. Curriculum - A resource room or itinerant approach for learning disabled children should relate specifically to the child's identified learning disability. The pupil should be accorded intensive drill on the specific disability inhibiting the learning process.

Facilities, Equipment and Materials

Facilities

a. Self-contained class - Classroom space shall be of equal size to regular classrooms and should be located in a regular school building which houses children of similar chronological age. *(South Carolina School Facilities Planning and Construction Guide, 1969.)* Areas of instruction for children with learning disabilities may require special provisions as to space, climate control, lighting, electrical outlets, lavatories, storage space and other environmental considerations that contribute to the educational remediation of children with learning disabilities.

b. Resource or itinerant program - Classroom space should be compatible with other classrooms. It should be located in the school building near the academic area of the pupils to be served. If a portable facility is used, it should be located as near as possible to the academic area of the pupils to be served.

Equipment. Special equipment for instruction may include study cubicles, room dividers, carpeting, and other environmental controls, tachistoscope, controlled readers, buzzer boards, tape recorders, etc.

Materials. Children served by a special program for the learning disabled require special instuctional materials, some of which will need to be made by the teacher. Therefore, adequate time provisions should be made for materials preparation. In addition, funds for the purchase of commercial materials must be a part of the administrative unit's regular instructional supplies budget.

Cost of a program. The recommended allocation for the establishment of a new program is $400, and recommended allocation for the maintenance of an existing program is $150.

Procedures for Establishing and Operating a Program

Application and Approval Procedures

a. The program must be reflected in the district's "Annual Plan for the Education of Handicapped Pupils" prior to the year of implementation and approved by the State Department of Education. (§21-295.13 of South Carolina Code.)

b. The teacher shall be properly certificated in the education of the learning disabled in accordance with standards and regulations set forth by the State Board of Education. (§21-295.4 of South Carolina Code.)

c. A data profile sheet must be submitted prior to the end of the first 30-day reporting period.

Record-keeping System. Pupil records shall be maintained in such a manner as to clearly indicate the screening, evaluating, and placement processes employed to assign the pupil to a program for learning disabilities pupils. These records should also reflect the environmental history, educational training and services provided, and the children participating in the program. (§21-295.14 of South Carolina Code.)

Personnel working with children who have learning disabilities may find it helpful to prepare periodic reports concerning the achievement of the instructional and behavioral goals set for them. In addition, it will be helpful to make a periodic review of progress achieved in alleviating discord between the child and other adults who frequently contact him.

Reports returning with the child to the regular classroom teacher should emphasize positive aspects as well as the child's present status. Reports should not contain material which would tend to label the child in a manner that might be detrimental to his progress after returning to the regular class program.

Reporting. All programs for the learning disabled are reported in the district's "Annual Plan for the Education of Handicapped Pupils" and on form SDE 29-029-00, "Verification of Pupils Enrolled in Programs for the Handicapped," which accompanies the district's request for excess cost reimbursement. For purposes of securing state aid, self-contained classes are reported on form 73-54, "Cumulative Report of Local Principals to County and State Superintendent," and resource or itinerant programs are reported on form 29-035-00, "State Aide Report for Teachers of Handicapped Children Enrolled for Other Instruction in a Regular Class."

Supportive Services

The local supportive personnel (speech therapists, guidance counselors, remedial specialists, etc.) should be utilized where needed in the instructional program for children with learning disabilities. Professional organizations for persons interested in the learning disabled include the following:

Association for Children with Learning Disabilities
2200 Brownville Road
Pittsburg, Pennsylvania 15201

Division of Children with Learning Disabilities
Sub-Division of CEC
1920 Association Drive
Reston, Virginia 22091

HEARING HANDICAPPED

Definition of Handicapping Condition

"Hearing handicapped pupils" means pupils of age four or older who are certified by a licensed specialist that their hearing deficit requires special classes or specialized education instruction suited to their needs.

The degree of hearing loss may range from a mild one to total deafness, but the degree of loss is not always a true indicator of the degree to which the individual is handicapped. On the other hand, an individual might have a mild hearing loss (in relationship to volume) but have a severe handicap due to a loss in perception (understanding of what is heard).

The term "licensed specialist" as used above is interpreted to mean audiologist, otologist or otolaryngologist.

Criteria for Eligibility

Verification of Handicap. Candidates for placement in programs for the hearing handicapped must be evaluated according to minimal procedures outlined in Appendices A, B and C of the "Standards and Procedures for the Operation of Programs for Handicapped Pupils."

Age Range. The age range of hearing handicapped pupils in elementary school programs should be approximately 4-12. The age range in middle school programs should be approximately 13-15. In senior high programs the age range should be approximately 16-21.

ADA/Caseload Required for State Aid

a. Self-contained class - For a self-contained class providing special educational services for hearing impaired children, state aid shall be allowed for a teacher employed with a minimum average daily attendance of six pupils. (§21-295.3 of South Carolina Code.)

b. Resource or itinerant program - For a resource or itinerant program providing special educational services for hearing impaired children, state aid shall be allowed for a teacher employed with a continuous caseload of 12 pupils. (§21-295.3 of South Carolina Code.)

Instructional Time.

a. Self-contained class - The school day for hearing impaired children enrolled in a special self-contained class is generally the same as for children enrolled in regular classes and should include a minimum of five hours devoted to instructional activities.

b. Resource or itinerant program - The length of instructional time accorded to individual pupils in a resource or itinerant program for hearing handicapped will be determined by district personnel and should be based on individual pupils' needs. Grouping and scheduling of pupils is primarily the responsibility of the resource or itinerant teacher in cooperation with the regular classroom teacher and other appropriate personnel. The special teacher--whether in a self-contained, resource or itinerant program--should work closely with the regular classroom teacher to keep him informed of the progress of the child, to coordinate classroom and resource room assignments, and to assist the classroom teacher in the use of new materials and techniques. A logical arrangement is for the regular classroom teacher to suggest the subject matter needed to be covered by the pupil, and for the special teacher to determine the materials and methods to be used in teaching speech and lip reading while accomplishing the lesson.

Types of Programs Recommended

Self-contained Class. This model provides for the hearing impaired child to receive specialized instruction from a single teacher for the entire school day. Most new classes for hearing impaired pupils are begun as self-contained programs. The aim, however, is to begin working pupils back into regular classes, on an individual basis, as soon as they can compete successfully.

a. Class size - The size of the self-contained class for hearing handicapped children should range from six to eight pupils.

b. Curriculum - The material covered should follow as nearly as possible the curriculum of the regular class with emphasis on adapting learning styles to the degree of handicap. Pupils should be referred to Vocational Rehabilitation when they reach the age at which they are accepted as clients.

Resource or Itinerant Program. If all of the pupils are able to remain in regular classes for most of the school day and come to the teacher of the hearing impaired for special assistance, the class is a resource room program. This type of program is suitable only when all of the hearing impaired pupils can be in one school or within easy commuting distance to the resource room. If the hearing impaired pupils are enrolled in regular classes which are housed in different facilities and the teacher must travel from one school to another in order to assist them, the program is an itinerant program.

a. Class size - The resource or itinerant teacher of the hearing impaired should maintain a continuous minimum caseload of 12 pupils.

b. Curriculum - The material covered by a resource or itinerant teacher should follow as nearly as possible the curriculum of the regular class from which the pupil has come. Emphasis should be on adapting learning styles to the degree of the child's handicap so that he can compete more successfully in the regular classroom. Hearing impaired pupils should participate in all phases of the school program to which they would otherwise be exposed, such as the vocational training program, the athletic program, etc. Pupils should be referred to Vocational Rehabilitation when they reach the age at which they are accepted as clients.

Facilities, Equipment and Materials

Facilities

a. Self-contained class - Classroom space shall be of equal size to regular classrooms and should be located in a regular school which houses pupils of similar chronological age. *(South Carolina School Facilities Planning and Construction Guide, 1969.)* The room should be located in a quiet area so that the amplifying equipment will not bombard the pupils with excess noise. The room should be sound-conditioned with carpeting on the floor and acoustical tile on the ceiling. It should be well-lighted, but with a minimum of glare, because the pupils will depend heavily upon learning through visual modalities.

b. Resource or itinerant program - The room should be of sufficient size to accomodate the teacher, a minimum of six pupils, and the necessary materials and furniture. It should also be quiet and well-lighted.

Equipment

a. Self-contained class - The self-contained classroom should be equipped with a group amplification unit with personal connector units for each pupil. Additionally, the same equipment should be provided for this class as is provided for regular classes (overhead projector, movie and slide projector, record player which can be played through the amplifying unit, etc.). An audiometer should be made available to the teacher so that any pupil's hearing can be re-evaluated as deemed necessary.

b. Resource or itinerant program - The resource room should be equipped with the same items as the self-contained class. Individual amplification units should be provided unless each pupil is able to function with his own hearing aid. The itinerant teacher is limited in the amount of equipment that can be carried from school to school. A transistorized amplification unit which will serve four to six pupils is an appropriate piece of equipment unless each of the pupils is able to function with his own hearing aid. An audiometer should be made available to the resource and itinerant teacher of the hearing impaired so that any pupil's hearing can be re-evaluated as deemed necessary.

Materials. Hearing impaired pupils should use, whenever possible, the same textbooks and materials as those provided for the pupils in regular classes. This will make the transition from the special class back to the regular class easier for the pupil. Hearing impaired pupils are often lower in language and vocabulary than are normal hearing children of the same age, primarily because of a lack of communication. It is essential that material be secured which is written at a level commensurate with their achievement or ability level, but at the same time at an interest level suitable for their age. Recorded material is good for the hard-of-hearing pupil in order to give as much auditory stimulation as possible. This should aid in the development of speech and oral language. All teachers of the hearing impaired will need as many visual materials as possible as these pupils rely more upon the visual modality than the auditory sense for learning. Material which has attractive and clear illustrations, particularly interesting and informative, is essential for the hearing impaired.

Procedures for Establishing and Operating a Program

Application and Approval Procedures

a. The program must be reflected in the district's "Annual Plan for the Education of Handicapped Pupils" prior to the year of implementation and approved by the State Department of Education. (§21-295.13 of South Carolina Code.)

b. The teacher shall be properly certificated in education of the hearing handicapped in accordance with standards and regulations set forth by the State Board of Education. (§21-295.4 of South Carolina Code.)

c. A data profile sheet must be submitted prior to the end of the first 30-day reporting period.

Record-keeping System. Records of pupils receiving specialized instruction must clearly indicate the screening, evaluation, and placement processes used to assign the pupil to the appropriate program. Records shall also reflect a history of the educational training and services provided and the children participating in the program. (§21-295.14 of South Carolina Code.)

Reporting. All programs for the hearing handicapped are reported in the district's "Annual Plan for the Education of Handicapped Pupils" and on form SDE 29-029-00, "Verification of Pupils Enrolled in Programs for the Handicapped," which accompanies the district's request for reimbursement of excess costs. For purposes of securing state aid, self-contained classes are reported on form 73-54, "Cumulative Report of Local Principals to County and State Superintendent," and resource or itinerant programs are reported on form 29-035-00, "State Aide Report for Teachers of Handicapped Children Enrolled for Other Instruction in a Regular Class."

Supportive Services

The teacher of the hearing impaired should be aware of all services available in the school system and make proper use of them as a means of serving her pupils. This would include such services as psychological, health, etc. The teacher should also utilize the community and statewide services available from agencies such as the following:

South Carolina Department of Health and Environmental Control
Dr. E.K. Aycock, Health Officer
2600 Bull Street
Columbia, South Carolina 29201
758-5445

Vocational Rehabilitation Department
Dr. Dill D. Beckman, Commissioner
Room 403, Wade Hampton Office Building
Columbia, South Carolina 29201
758-8751

ORTHOPEDICALLY HANDICAPPED

Definition of Handicapping Condition

"Orthopedically handicapped pupils" are pupils of legal school age who have an impairment which interferes with the normal functions of the bones, joints, or muscles to such an extent and degree as to require the school to provide special facilities and instruction programs.

Criteria for Eligibility

Verification of Handicap. Candidates for placement in programs for the orthopedically handicapped must be evaluated according to the minimal procedures outlined in Appendices A, B and C of the "Standards and Procedures for the Operation of Programs for Handicapped Pupils." Each pupil must be evaluated by an appropriate physician. The attending physician shall submit a report to the local district to include the following information: a description of the handicap, an estimate of the pupil's academic potential in terms of the nature of the handicapping condition and his ability to benefit from special educational placement. A psychological evaluation may be necessary in cases where the orthopedically handicapped individual manifests cognitive and/or emotional disturbances. A school social worker or other appropriate person should secure an extensive case history, including a parental evaluation of the child's present difficulties.

Age Range. The age range of orthopedically handicapped pupils in elementary school programs should be approximately 6-12. The age range in middle school programs should be approximately 13-15. In senior high programs the age range should be approximately 16-21.

ADA/Caseload Required for State Aid

a. Self-contained class - For a self-contained class providing special educational services for the orthopedically handicapped, state aid shall be allowed for a teacher employed with a minimum average daily attendance of eight pupils. (§21-295.3 of South Carolina Code.)

b. Resource or itinerant program - For a resource or itinerant program state aid shall be allowed for a teacher employed with a continuous minimum caseload of 16 pupils. (§21-295.3 of South Carolina Code.)

Instructional Time.

a. Self-contained class - The school day for orthopedically handicapped children enrolled in a self-contained class is generally the same as for children enrolled in regular classes and shall be a minimum of five hours. (Defined Minimum Program, 1973.)

b. Resource or itinerant program - The length of instructional time accorded to individual pupils in a resource or itinerant program will be determined by district personnel and should be based on the individual pupil's needs.

Types of Programs Recommended

The model for a program design shall be selected by the local school district based upon the type of program that would most effectively serve the orthopedically handicapped population. In selecting an appropriate model, consideration must be given to the number orthopedically handicapped pupils in the district, the instructional program, the variance in chronological ages of such pupils and alternate strategies for providing an appropriate program. Since orthopedic conditions are quite diversified, a variety of program models may be considered in meeting the educational needs of the children in the district.

Self-contained Class. This program provides for the identified orthopedically handicapped pupil to receive specialized instruction from a single teacher for the entire school day. Each teacher shall have a teacher aide. (Defined Minimum Program, 1973.) This type of educational setting is most applicable for severely involved pupils who cannot function in the regular classroom.

a. Class size - The size of a self-contained class for orthopedically handicapped pupils should range from 8-12 pupils.

b. Curriculum - The material covered should follow as nearly as possible the curriculum of the regular class with emphasis on adapting learning styles to the degree of handicap.

Resource or Itinerant Program. These models are designed for use with orthopedically handicapped children who are able to remain in regular classes for most of the school day but come to the teacher of the orthopedically handicapped for specialized assistance and instruction.

a. Class size - The resource or itinerant teacher of the orthopedically handicapped should maintain a continuous minimum caseload of 16 pupils.

b. Curriculum - The material covered should follow as nearly as possible the curriculum of the regular class with emphasis on adapting learning styles to the degree of handicap.

Facilities, Equipment, and Materials

Facilities. Classes for orthopedically handicapped pupils may be located in regular public schools or other approved facilities. The facilities should be at ground level and ramps with gradients should be provided to accomodate wheel chairs. Toilet facilities should be readily accessible and adequately designed for the orthopedically handicapped child. An outdoor recreation area that is level and free from obstructions should be provided.

Equipment. Suggested items of equipment for orthopedically handicapped pupils may include classroom furniture designed for the orthopedically handicapped, and shelving, cabinets, audio-visual equipment, manipulative and therapeutic devices and other items designed to meet the specific needs of these pupils.

Materials. When possible, instructional materials should be compatible with these used in the regular program.

Procedures for Establishing and Operating a Program

Application and Approval Procedures

a. The program must be reflected in the district's "Annual Plan for the Education of Handicapped Pupils" prior to the year of implementation and approved by the State Department of Education (§21-295.13 of South Carolina Code.)

b. The teacher shall be properly certificated in education of the orthopedically handicapped in accordance with standards and regulations set forth by the State Board of Education. (§21-295.4 of South Carolina Code.)

c. A date profile sheet must be submitted prior to the end of the first 30-day reporting period.

Record-keeping System. Records of pupils receiving specialized instruction must clearly indicate the screening, evaluation, and placement processes used to assign the pupil to the appropriate program. Records shall also reflect a history of the educational training and services provided and the children participating in the program. (§21-295.14 of South Carolina Code.)

Reporting. All programs for the orthopedically handicapped are reported in the district's "Annual Plan for the Education of the Handicapped Pupils" and on form SDE 29-029-00, "Verification of Pupils Enrolled in Programs for the Handicapped," which accompanies the district's request for reimbursement of excess costs. For purposes of securing state aid, self-contained classes are reported on form 73-54, "Cumulative Report of Local Principals to County and State Superintendent," and resource or itinerant programs are reported on form 29-035-00, "State Aide Report for Teachers of Handicapped Children Enrolled for Other Instruction in a Regular Class."

Supportive Services

Agencies and organizations providing supportive services to the orthopedically handicapped include the following:

Easter Seal Society for Crippled Children and Adults
Mrs. T. Jackson Lowe, Executive Director
3020 Farrow Road
Columbia, South Carolina 29203
(803) 256-0735

Shriner's Hospital
Mrs. Alma E. Ehrhammer, Director
2100 North Pleasantburg Drive
Greenville, South Carolina 29606

United Cerebral Palsy of South Carolina
Miss Delores Jackson
2700 Middleburg Drive
Columbia, South Carolina 29204

South Carolina Department of Health and Environmental Control
Division of Crippled Children's Care
J. Marion Sims Building
2600 Bull Street
Columbia, South Carolina 29201

SPEECH HANDICAPPED

Definition of Handicapping Condition

Speech handicaps may be described as those impairments which tend to interfere with or limit, to varying degrees, the individual's ability to formulate, express, receive, or interpret oral language. These impairments are generally listed in the literature of the speech and hearing profession as defective articulation, delayed speech and language, stuttering, hearing impairment, cleft palate, cerebral palsy, aphasia, voice disorders, cluttering, and nonstandard dialect.

Criteria for Eligibility

Verification of Handicap. Within the first 30 days of the school year, each school district should provide for the initiation of screening and assessment programs in its schools in order to ascertain which pupils have need of language and speech services. A speech clinician certificated by the State Department of Education should screen all kindergarten, first and third graders, new students, and teacher referrals. The tasks, items or tests used should screen for articulation, language, voice, and fluency, and should be carefully selected to insure their appropriateness for the population screened. The criteria for failure should be based upon the judgement of the clinician. Adequate records of all pupils screened shall be maintained. (§21-295.14 of South Carolina Code.)

Each district shall require that a complete evaluation by a speech clinician certificated by the State Department of Education be completed on those children failing the screening examination. The evaluation should include articulation, language, oral peripheral mechanism, hearing, and others deemed necessary by the clinician. (Appendix C, "Standards and Procedures")

Age Range. Services should be available to all pupils enrolled in elementary, middle and secondary schools.

Requirements for State Aid. State aid is allocated for speech clinicians on the basis of one clinician per 1,500 students in the pupil population *or* on the basis of one clinician per 75 identified speech handicapped students. The school district may utilize the criterion which is considered more appropriate. On the basis of one clinician per 75 speech handicapped, a district with a high incidence of speech disorders would be eligible for more clinicians than on the total population criteria.

Instructional Time. The number of sessions per week should be scheduled according to the individual needs of the children involved. It is recommended that the clinician initiate speech improvement/language development classes in cooperation with classroom teachers. These classes would meet on a once-a-week basis (with the classroom teacher reinforcing the clinician's efforts on the other four days of the week) and would be considered in excess of the regular caseload. It is suggested that some time be set aside for office work and conferences.

Types of Programs and Scheduling

The speech clinician functions on the itinerant model and may provide services for approximately four schools.

The scheduling of the clinician must take into consideration the total operation of the program. Factors such as attitudes toward the program, the geographic locations of the schools, the population of the schools, the age range within a school, the location of the severely speech handicapped pupils, and many other situations common to a local district must be considered in the assigning of clinicians. A basic guide for clinician scheduling should be the most effective and efficient use of personnel.

In most cases one morning each week may be scheduled for Speech Improvement/Language Development (SI/LD) classes; and an afternoon may be used for record keeping, diagnostic testing, conferences, or in-service work as determined by the district.

The two most common scheduling systems are the itinerant system and the block system. These systems and their variations are diagramed below:

Itinerant System Serving Four Schools

	Monday	Tuesday	Wednesday	Thursday	Friday
a.m.	School A	C	A	C	SI/LD
p.m.	School B	D	B	D	Office

In the itinerant system, each child should be seen *a minimum* of twice a week in a group situation.

Block System (Intensive Cycling System)

a. Six week intervals - serving three schools

1st 6 weeks	2nd	3rd	4th	5th	6th
School A	B	C	A	B	C

This plan allows a clinician to see approximately 20 children in each blocking segment. Under this plan all children should be seen at least twice a week with children who exhibit severe problems being seen four times a week.

b. Nine week intervals - serving two schools

1st 9 weeks	2nd 9 weeks	3rd 9 weeks	4th 9 weeks
School A	B	A	B

This plan allows a clinician to see approximately 25 children in each segment.

c. Semester intervals - serving four to six schools

	1st semester	2nd semester
Schools	A B C	D E F

This plan is only recommended when a *severe* shortage of trained personnel exists within a program.

Facilities, Equipment, and Materials

Facilities. Facilities for therapy are an integral part of the overall speech rehabilitation process. Not only do poor facilities minimize motivation of the clinician, but the motivation of the children is similarly affected. The facility should be near lower elementary classrooms and relatively quiet. It should be approximately 150 square feet in size, free from interruptions and excessive noise, properly ventilated, heated and/or cooled, and adequately lighted. The room should contain two conveniently located 110 volt electrical outlets. The facility should be used solely for speech therapy while the speech clinician is conducting therapy.

Equipment. Equipment for the speech therapy program should include, but not be limited to, the following equipment items:

audiometer
tape recorder
record player
mirror
Language Master
chalkboard - 3′ x 5′ at the appropriate height for children
bulletin board - 4′ x 4′ mounted on the wall
round table approximately 48″ in diameter
four chairs of appropriate age level for the children served
storage cabinets
file cabinets
bookcases
desk or worktable

Cost of a Program. For a program which is in its first year or when the staff is expanded through the addition of a new position, it is suggested that a budget of $700 per clinician be allocated. The rationale for this amount is that in order to establish an adequate speech therapy program there must be an initial purchase of capital outlay items (i.e., tape recorder, audiometer, record player, mirrors, Language Master, Peabody kit, etc.). For a program which is already established, a budget of $150 per clinician is recommended for materials, equipment, and supplies. This is based on a per pupil cost of $2 and a total of 75 pupils per year.

Procedures for Establishing and Operating a Program

Application and Approval Procedures

a. The program must be reflected in the district's "Annual Plan for Education of Handicapped Pupils" prior to the year of implementation and approved by the State Department of Education. (§21-295.13 of South Carolina Code.)

b. The teacher shall be properly certificated in speech handicapped in accordance with standards and regulations set forth by the State Board of Education. (§21-295.4 of South Carolina Code.)

c. A data profile sheet must be submitted prior to the end of the first 30-day reporting period.

Record-keeping System

a. Procedures shall be established to ensure provision and maintenance of current, complete records and reports for every pupil receiving diagnostic, instructional, and habilitative services. (§21-295.14 of South Carolina Code.) Language, speech, and hearing program staff should adhere to these procedures.

b. Each school district should adopt and utilize a standard individual case record for use by professional staff incorporating the following characteristics:

1) Each case record shall contain copies of case history, results of assessment and diagnostic reports.

2) The record shall indicate the person responsible for prime management of each case and other participants involved.

3) Each case record shall provide a chronology of all services rendered. Each item appearing in the record shall be dated and signed by the appropriate person.

4) Progress reports for pupils receiving services shall be prepared at regular intervals and shall become part of each pupil's case record. A final summary report shall be prepared at the time when services are terminated.

c. Language, speech, and hearing case records of individuals should be considered official school records. They should be kept in a manner which assures security, continuity, and propriety.

d. A release signed by the parent should be obtained as authorization for program staff to forward case record information to responsible parties outside the school system. Whenever information is released, a record should be made and preserved that shows the recipient and the date of transmittal.

e. Procedures should be established to terminate maintenance of individual case records when the instructional and habilitative program is completed and the pupil no longer has need of services. Case records for pupils with continuing service needs should be maintained for at least the time specified by State Statute or other applicable regulations.

Reporting. All programs for the speech handicapped are reported in the district's "Annual Plan for the Education of Handicapped Pupils" and on form SDE 29-029-00, "Verification of Pupils Enrolled in Programs for the Handicapped," which accompanies the district's request for reimbursement of excess costs. For purposes of securing state aid, the "Statistical Summary for State Aid - Speech Handicapped," SDE 29-012-01, is submitted to the Office of Programs for the Handicapped, State Department of Education, in May of each year.

VISUALLY HANDICAPPED

Definition of Handicapping Condition

"Visually handicapped pupils" means pupils of legal school age who either have no vision or whose visual limitations after correction result in educational handicaps unless special provisions are made.

Criteria for Eligibility

Verification of Handicap. Candidates for placement in programs for the visually handicapped must be evaluated according to the minimal procedures outlined in Appendices A, B and C of the "Standards and Procedures for the Operation of Programs for Handicapped Pupils." Each student must have a thorough ophthalmic examination by an optometrist or opthalmologist. The report should include recommendations, nature, extent and prognosis of the visual problem. If mental retardation or emotional disturbance is suspected, a psychological evaluation may be necessary. Every effort should be made to secure the child's family and medical history.

Age Range. The age range of visually handicapped pupils in elementary school programs should be approximately 6-12. The age range in middle school programs should be approximately 13-15. In senior high programs the age range should be approximately 16-21.

ADA/Caseload Required for State Aid

a. Self-contained class - Teachers in a self-contained classroom for the visually handicapped must maintain a minimum average daily attendance of six pupils. (§21-295.3 of South Carolina Code.)

b. Resource or itinerant program - The resource or itinerant teacher must carry a continuous minimum caseload of 12 pupils. (§21-295.3 of South Carolina Code.) The teacher must be engaged in working with identified visually handicapped pupils.

Instructional Time

a. Self-contained class - The school day for visually handicapped pupils enrolled in a special self-contained class is generally the same as for children in regular classrooms and should include a minimum of five hours devoted to instructional activities.

b. Resource or itinerant program - The amount of instructional time accorded to each individual child is left to the discretion of district personnel and should be based on individual pupil's needs.

Types of Programs Recommended

All of the three program models, self-contained, resource and itinerant, may be utilized by a district in establishing a program for the visually handicapped. The feasibility of the model employed may depend on several factors(i.e., the number of children identified, the age and grade span, geographical deminsions of the district, etc.).

Self-contained Class. The self-contained class requires that pupils remain with a specially trained teacher of the visually handicapped for the entire school day.

a. Class size - The size of a self-contained class for visually impaired children should range from six to eight pupils.

b. Curriculum - Self-contained programs for visually handicapped pupils are generally limited to pupils with very severe vision problems or pupils having visual impairment in conjunction with other handicapping conditions such as mental retardation or emotional problems. Emphasis is on adjusting learning styles to the degree of handicap.

Resource or Itinerant Program. The resource or itinerant model allows the pupils to remain in the regular classroom and receive the services of both the classroom teacher and the special teacher of the visually handicapped. The resource teacher is stationed in one school. The itinerant teacher travels to the pupils' schools to work with regular classroom teachers and/or individual pupils according to the children's individual needs.

a. Class size - The source or itinerant teacher should maintain a continuous minimum caseload of 12 pupils.

b. Curriculum - The resource or itinerant teacher secures special materials and equipment, renders special instruction, and maintains parent and supportive service contracts.

Facilities, Equipment and Materials

Facilities. Both the self-contained classroom and the resource room shall be comparable in quality and size to the regular school facilities. *(South Carolina School Facilities Planning Construction Guide, 1969.)* In an itinerant program, the teacher should have adequate office space for preparation of materials and storage space for materials and equipment in addition to an appropriate room available in each school for instruction of visually handicapped pupils. Adequate storage space for the pupil's supplies and equipment should be available in the self-contained, resource, and regular classrooms.

Equipment. Equipment will vary with each program model compatible with the type of visual impairments manifested by the pupils. Basic equipment for any program should include: a primary typewriter, brailler, adequate lighting or reduction of glare in any room, the inclusion of high itensity lights with certain eye conditions, tape recorders--both reel to reel and/or cassette--a talking book machine, stylus and slates, abacus, reading stands, larger desks to accommodate special books, low vision aids (magnifiers, etc.), and non-glare chalkboards. An itinerant teacher may need a portable chalkboard and a flannelboard.

Materials. Some visually impaired pupils may use regular print materials or regular print materials with a magnification aid. In instances where special books are needed (i.e., large print or braille) the State Department of Education may provide these large print or braille books through federal quota allotments from the American Printing House for the Blind. This textbook service is free of charge to all pupils with a visual acuity of no better than 20/200 in both eyes after correction. The local school district must pay for the special books of pupils not meeting the above criteria of legal blindness, and the district may seek reimbursement for these expenditures through the excess cost program administered through the State Department of Education, Office of Programs for the Handicapped.

In addition to special books, special teaching aids such as raised relief maps, charts, graphs, science aids, math aids, braille paper, and bold-line paper should be provided if necessary. The same criteria used for book orders are used to procure these types of materials.

Procedures for Establishing and Operating a Program

Application and Approval Procedures. The program must be reflected in the district's "Annual Plan for the Education of Handicapped Pupils" prior to the year of implementation and approved by the State Department of Education. (§21-295.13 of South Carolina Code.)

b. The teacher shall be properly certificated in the education of the visually handicapped in accordance with standards and regulations set forth by the State Board of Education. (§21-295.4 of South Carolina Code.)

c. A data profile sheet must be submitted prior to the end of the first 30-day reporting period.

Record-keeping System. Pupil records should include the screening, evaluation and placement processes employed to assign the pupil to the program for visually handicapped. These records should document the necessity of according individual pupils special services and instruction under the auspices of the program for visually handicapped children. These records should also reflect the environmental history, educational training and services provided and the children participating in the program. (§21-295.14 of South Carolina Code.)

Reporting. All programs for the visually handicapped are reported in the district's "Annual Plan for the Education of Handicapped Pupils" and on form 29-029-00, "Verification of Pupils Enrolled in Programs for the Handicapped," which accompanies the district's request for reimbursement of excess cost. For purposes of securing state aid, self-contained classes are reported on form 73-54, "Cumulative Report of Local Principals to County and State Superintendent," and resource or itinerant programs are reported on form 29-035-00, "State Aide Report for Teachers of Handicapped Children Enrolled for Other Instruction in a Regular Class."

Supportive Services

Agencies which offer supportive services to the visually handicapped include the following:

South Carolina Department of Health and Environmental Control
Dr. E.K. Aycock, Health Officer
2600 Bull Street
Columbia, South Carolina 29201
758-5445

Department of Social Services
Children and Family Services Division
Linda Liverman, Interim Chief
Rutledge Building
1429 Senate Street
P.O. Box 1520
Columbia, South Carolina 29202
758-2847

South Carolina Commission for the Blind
Henry F. Watts, Executive Director
1400 Main Street
Columbia, South Carolina 29211
758-2595

South Carolina Vocational Rehabilitation Department
Dr. Dill D. Beckman, Commissioner
Room 403, Wade Hampton Office Building
Columbia, South Carolina 29201
758-8751

South Carolina Department of Mental Health
Dr. William S. Hall, Commissioner
2414 Bull Street
P. O. Box 485
Columbia, South Carolina 29202
758-7701

South Carolina Optometric Association
2730 Devine Street
Columbia, South Carolina 29205
252-6541

South Carolina Society of Ophthalmology
c/o Dr. Clay Evett
Charleston, South Carolina

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DEAF–BLIND

Definition of Handicapping Condition

A child is considered deaf-blind if *both* his hearing and his vision are so impaired that he cannot benefit by a program either for the deaf or for the blind. His hearing and his visual impairments need *not* be total. The deaf-blind are not only those who have no sight or hearing, but also the blind with partial hearing, the deaf with a visual defect and even partially seeing - partially hearing children.

Criteria for Eligibility

Verification of Handicap. In order to be eligible for services provided through Public Law 91-250, Title VI, Part C, Education of the Handicapped Act, a deaf-blind child must be referred to the Office of Programs for the Handicapped. The consultant for deaf-blind will send district survey forms to be completed on each child who appears to meet criteria for this category of handicap. Upon receipt of the form, the Office of Programs for the Handicapped, in cooperation with the Mid-Atlantic Regional Center for Deaf-Blind, will assist the district in providing comprehensive evaluation services (including audiological and visual evaluations) for the child.

ADA Required for State Aid. At present there is no minimum average daily attendance or caseload specifically for the areas of deaf-blind. (Refer to sections on Hearing Handicapped and/or Visually Handicapped.)

Instructional Time. The length of instructional time accorded to individual pupils will be determined by district personnel based on the pupils' individual needs.

Type of Program Recommended

Because of the widely diverse nature of deaf-blind children and the corresponding difference in deaf-blind programs within the state, it would not be advisable to attempt a state dictated curriculum or program model.

The deaf-blind child should be placed in the program model according to the degree of vision and hearing loss, with consideration to the developmental and mental level of the child. Placement in a self-contained classroom is recommended for the deaf-blind child who functions on a low level and needs training in self-help, gross motor and communication skills.

The resource classroom or the itinerant model is applicable only for the partially sighted child who may manifest a mild to moderate hearing loss. These partially sighted, hard-of-hearing children usually function on an educable level or higher.

Districts are encouraged to contact the consultant for deaf-blind for assistance in the placement of each deaf-blind child.

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Each program should have specific objectives prior to the beginning of the program. The consultant for deaf-blind in cooperation with district personnel will be involved in the development of these objectives. Evaluations should be made periodically throughout the year and a final year-end evaluation report completed. Program evaluation reports should include objective checklists and/or teacher progress reports in the following areas: (a) self-help skills; (b) visual perception and mobility skills; (c) auditory functioning; (d) fine and gross motor skills; (e) communication skills. Third party evaluations may be used at the discretion of the district and the consultant for deaf-blind.

Facilities, Equipment and Materials

Facilities. Refer to sections on Visually Handicapped and Hearing Handicapped.

Equipment. Refer to sections on Visually Handicapped and Hearing Handicapped.

Materials. The following is a suggested list of materials which may be appropriate in self-contained classrooms for trainable deaf-blind children. (Refer to sections on Visually Handicapped and Hearing Handicapped for appropriate books and materials for educable deaf-blind children.)

a. Auditory training - phonograph, records, rhythm instruments (drum, tambourine, sand blocks, etc.).

b. Sensory-motor training - shape/color matching material, finger paint, large crayons, coloring books, stacking and stringing equipment, peg boards, cutting and pasting materials, building blocks, large puzzles.

c. Tactile stimulation - sandbox, samples of different textures (sandpaper, cotton, velvet, burlap, etc.), various body creams, lotions, and powders.

d. Visual stimulation - flashlight, candle.

e. Motor development - balance beam, swings, slides, skipping ropes, bean bags, tricycles and wagons, climbing equipment, Bobath ball.

f. Speech and Language Skills - language learning materials (Peabody kit), box of familiar objects, family figures (puppets or dolls).

g. Miscellaneous - reinforcement materials, long work table, round table, developmentally appropriate toys, mirror, water play equipment.

Procedures for Establishing and Operating a Program

Application and Approval Procedures

a. The program must be reflected in the district's "Annual Plan for the Education of Handicapped Pupils" prior to the year of implementation and approved by the State Department of Education. (§21-295.13 of South Carolina Code.)

b. The teacher shall be properly certificated in education of the hearing and/or visually handicapped in accordance with standards and regulations set forth by the State Board of Education. (§21-295.4 of South Carolina Code.)

c. A data profile sheet must be submitted prior to the end of the first 30-day reporting period.

Record-keeping System. Records of pupils receiving specialized instruction must clearly indicate the screening, evaluation, and placement processes used to assign the pupil to the appropriate program. Records shall also reflect a history of the educational training and services provided and the children participating in the program. (§21-295.14 of South Carolina Code.)

Reporting. All programs are reported in the district's "Annual Plan for the Education of Handicapped Pupils" and on form SDE 29-029-00, "Verification of Pupils Enrolled in Programs for the Handicapped," which accompanies the district's request for reimbursement of excess costs. For purposes of securing state aid, self-contained classes are reported on form 73-54, "Cumulative Report of Local Principals to County and State Superintendent."

Coordination with Total School Program

Responsibility of Administrators. Upon identifying a deaf-blind child, administrators should contact the consultant for deaf-blind, Office of Programs for the Handicapped. The Office, in cooperation with the school district, will aid in the appropriate placement and management of all deaf-blind children. School administrators should review the work of teachers and assist them in solving problems that may be encountered in their daily routine.

Responsibility of Teachers. The teacher's primary responsibility is to ensure that each deaf-blind child is provided with a complete day of purposeful and meaningful activities rather than allowing him to become engaged in passive withdrawn behavior. Encouraging parent participation and involvement is an important function provided by the teacher. The consultant and teachers for deaf-blind children will provide parent education and home follow-up services.

Under guidelines of Title VI-C, all programs for deaf-blind must be evaluated periodically. The teacher should complete written reports stating goals, performance and recommendations for each child in order to document progress. This report is to be received and reviewed by the appropriate district administrators and the consultant for deaf-blind.

Supportive Services

Public Law 91-230, Title VI-C, Education of the Handicapped Act, as subcontracted through the South Carolina Department of Education provides comprehensive services to all deaf-blind children from birth to the age of 21. Services available to deaf-blind in South Carolina include the following:

1. Evaluation and Diagnosis (physical, audiological, visual, speech and language, and developmental evaluations)

2. Summer day camp

3. Three 9-month day classes

4. Parent counseling and home teaching

5. Workshop and in-service training for parents and teachers of deaf-blind.

SOUTH CAROLINA INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN

The South Carolina Instructional Materials Center was established in 1967 through a state-operated Title VI, ESEA project. In 1971 the South Carolina Center became a part of the Southern States Cooperative Learning Resources System, a consortium of six southern states--Alabama, Florida, Georgia, Louisiana, Mississippi, and South Carolina. The regional office is located at Auburn University at Montgomery, Alabama. The purpose of the Southern States Cooperative Learning Resources System is for the six states to share their human and non-human resources, thus increasing services to handicapped children.

The South Carolina Learning Resources System, also referred to as the South Carolina Instructional Materials Center for Handicapped Children, will provide the following services to personnel involved in the public school education of the handicapped:

1. Serve as a central depository for curricular and instructional materials for handicapped children.

2. Make these materials available to special education teachers and administrators in order that they may examine, utilize, and evaluate them. Materials are also available through a network of six instructional material centers.

3. Publish a newsletter five times a year to inform teachers of new materials available within the Instructional Materials Center Network.

4. Provide in-service training for special education teachers in the utilization of instructional materials.

5. Provide a facility for teachers to make their own instructional materials. Instruction, equipment and needed materials are provided for the teacher.

6. Provide teachers with a computerized system of selecting instructional materials.

The South Carolina Instructional Materials Center expanded in 1973 into a network composed of the main center in Columbia and five associate centers in different areas of the state. These centers house approximately 12,000 items which are available on short term loan to teachers of the handicapped. The purpose of the Instructional Materials Center Network is to provide sample instructional materials and equipment for teachers in order that they may evaluate their efficacy for use in their programs. Teachers should be encouraged to take advantage of the materials which are available for their use.

Listed below are the contact people and addresses for the IMC's:

Mrs. Carolyn Boney or Mrs. Frances Boswell
South Carolina Instructional Materials Center for
Handicapped Children
1406½ Gervais Street
Columbia, South Carolina 29201
758-3250 or 758-3588

Mrs. Mary Logan
Beaufort Branch
1300 King Street
Beaufort, South Carolina 29902
524-2660

Dr. B.J. Dover
Greenwood Branch
Box 248 - Magnolia Avenue
Greenwood, South Carolina 29646
223-4348

Mrs. Leone Craig
Greenville Branch
206 Wilkins Street
Greenville, South Carolina 29605
232-6816

Mr. C.C. Hanson
Lancaster Branch
102 East Arch Street
Lancaster, South Carolina 29720
285-1526

Pee Dee Education Center Branch
142-B South Dargan Street
Florence, South Carolina 29501
669-3391

FEDERAL PROGRAMS

Education of the Handicapped Act (EHA), Public Law 91-230. On April 13, 1970, the 91st Congress enacted Public Law 91-230 to extend and amend the Elementary and Secondary Education Act of 1965. Title VI of P. L. 91-230 creates as a separate act the "Education of the Handicapped Act" (EHA). This portion of the bill constitutes a single statute authorizing programs in the U.S. Office of Education specifically designed to meet the special needs of individuals with handicapping conditions.

Part A - General Provisions

Part A of Title VI, Public Law 91-230 (EHA) defines the terms used in the Act, including what constitutes "handicapped children," establishes the Bureau of Education for the Handicapped within the U.S. Office of Education and creates a National Advisory Committee on Handicapped Children. Also, this Part authorizes funds at the discretion of the Commissioner of Education for the acquisition of equipment and the construction of facilities.

Part B - Assistance to States for Education of Handicapped Children

Part B, EHA, provides funds to assist states in the initiation, expansion, and improvement of programs for the education of children with handicapping conditions. Part B is a project-oriented, child-centered program which is not intended as a general support program or construction, media or training act. Part B funds are generally used for implementation grants designed to stimulate the development of comprehensive programs and services to enhance the learning potential of children with handicapping conditions.

Proposals for Part B funds are generally submitted to the State Department of Education on December 1 of each year in accordance with priorities and procedures established by the Office of Programs for the Handicapped and the Office of Federal Programs. In September of each year a series of technical assistance conferences are held for district personnel interested in submitting a proposal. At this time specific information and project application forms are disseminated to conference participants.

Part C - Centers and Services to Meet Special Needs of the Handicapped

Part C is the primary source of funds for the South Carolina Instructional Materials Center Network which operates as a part of the Southern States Learning Resources System.

Also, the network of comprehensive services established in South Carolina for all deaf-blind persons under the age of 21 is funded primarily with Part C funds.

This part of the Act also provides funds for the development and implementation of experimental preschool and early education programs for children with handicapping conditions. No programs administered through the Office of Programs for the Handicapped, State Department of Education, are currently funded under this section of Part C.

Another segment of Part C authorizes the Commissioner of Education in the U.S. Office of Education to contract for research, innovation, training and dissemination activities in connection with centers and services for the handicapped as well as evaluations of the effectiveness of programs assisted under Part C.

Part D - Training Personnel for the Education of the Handicapped

Part D authorizes grants to institutions of higher education and other appropriate nonprofit institutions to assist them in training professional personnel to train teachers and other specialists, to train personnel to work directly with handicapped children or to establish scholarships for training personnel.

Under Part D, state educational agencies receive grants to assist them in establishing and maintaining, directly or through grants to institutions of higher education, programs for personnel engaged, or preparing to engage, in employment as teachers of children with handicapping conditions or as supervisors of such teachers. The summer traineeship program and the junior year traineeship program administered by the Office of Programs for the Handicapped are funded under this section of Part D.

Another section of Part D makes grants to institutions of higher education to assist them in providing training for personnel engaged, or preparing to engage, in employment as physical educators or recreation personnel for handicapped children or as educators of supervisors of such personnel, or engaged, or preparing to engage, in research or teaching in fields related to the physical education or recreation of such children.

Part E - Research in the Education of the Handicapped

This part authorizes funds for research and demonstration projects in the education and physical education and recreation for handicapped children.

Part F - Funds for Instructional Media for the Handicapped

This part provides for captioned films and education media for handicapped individuals and a national center on education media and materials for the handicapped.

Part G - Special Programs for Children with Specific Learning Disabilities

This part authorizes grants and contracts for research relating to the education of children with learning disabilities, training of educational personnel dealing with learning disabilities children and establishing and operating model programs for the improvement of education of children with learning disabilities. The Office of Programs for the Handicapped, State Department of Education, in cooperation with several school districts is currently in the first of a two-year demonstration grant under Part G.

Title III of the Elementary and Secondary Education Act (ESEA) In 1969 Congress specified that 15 per cent of the funds appropriated under Title III, ESEA, be utilized to support innovation and implementation of the newest in educational methodology related to education of children with handicapping conditions. This is a major source of support for projects designed to bridge the gap between research findings and everyday classroom activities.

Funds allocated to the State Department of Education under the Title III program are disbursed to districts on the basis of a competitive project submission on December 1 of each year. Specific priorities and procedures are developed annually by the Office of Programs for the Handicapped and the Office of Federal Programs. In September of each year a series of technical assistance conferences are held for district personnel interested in submitting a proposal. At that time specific information and project application forms are disseminated to conference participants.

OFFICE OF PROGRAMS FOR THE HANDICAPPED

South Carolina State Department of Education

GUIDELINES FOR HOMEBOUND INSTRUCTION

Definition

Homebound instruction is provided for those students who because of illness, accident, pregnancy or congenital defect cannot, even with the aid of transportation, be assembled in a school.

Excluded from the program are students who are mentally retarded but not physically disabled and students whose only disability is speech, hearing or vision. Students who are both physically handicapped and mentally retarded may be included in the program provided that they are classified as "educable mentally retarded." When retardation is suggested, an individual psychological evaluation by a qualified psychological examiner is required.

Eligibility Requirements

For a student to be eligible for homebound instruction, a licensed physician must state in writing that the student is unable to attend school, even with transportation, but may be expected to profit from instruction given in the home. An application for homebound instruction must be approved by the Office of Programs for the Handicapped, State Department of Education, for the period during which instruction is received.

Number and Length of Periods

According to the State Board ruling of September 9, 1972, "Homebound instruction sponsored by state funds will be limited to three periods of one hour each per week. Three such periods shall be the equivalent of five days attendance in school."

While in many cases school systems may find it desirable to provide more than three one-hour periods of instruction, reimbursement from the State Department of Education may be received only for three one-hour periods each week. If additional instruction is desired, district personnel or other interested persons must provide the additional funds.

Period of Eligibility

Regular: A student is eligible for homebound instruction (1) on the day following his last day of school attendance or (2) on September 1 if he is unable to begin the school year. He remains eligible (1) until the day before he returns to school or (2) until May 31 of the same school year, whichever occurs first.

Summer: If a student who is eligible for homebound instruction during the school year does not receive his full entitlement of three one-hour periods per week during the period of eligibility, he may be taught three one-hour periods per week during the summer months provided that (1) he is still homebound during the summer and (2) the number of periods does not exceed the full entitlement. The full entitlement is calculated by allowing three one-hour periods per week from the day he becomes eligible through May 31 of the same school year. Summer homebound instruction must be completed prior to September 1.

A student who becomes homebound during the summer months is not eligible for instruction during the same summer. Eligibility begins September 1 if he is still homebound when the new term of school begins.

Permanent: A student who is permanently homebound or whose absence from school is for a year or longer is entitled to one-hundred eight periods of homebound instruction each year for as long as he is of legal school age. A new application for homebound instruction must be submitted at the beginning of each school year to the Office of Programs for the Handicapped, State Department of Education. A permanently homebound student is also eligible for "Classroom-to-Home Video or Audio Service."

Teachers of the Homebound

When possible the student's regular teacher should provide the homebound instruction. A regular teacher will be reimbursed for instructing no more than two homebound children at the same time. At the secondary level two teachers may be employed to instruct a homebound student provided the total instruction time does not exceed three one-hour sessions per week.

A full-time teacher of the homebound will be reimbursed for instructing no more than ten students at the same time. All teachers of homebound students must hold a valid South Carolina teacher's certificate in order to be reimbursed by the State Department of Education.

Reimbursement Procedures

A teacher of a homebound student will be reimbursed $8.00 per hour not to exceed $24.00 per week per student. In the case of two teachers instructing the same homebound student at the secondary level, each teacher shall receive an hourly wage of $8.00 not to exceed a total of $24.00 per week for both teachers. Reimbursement for all homebound instruction is made by the State Department of Education Finance Office to the County Treasurer and is distributed according to local district policy. The State Department of Education does not reimburse local school systems for travel expenses incurred by the teacher of the homebound.

Procedures for Establishing and Maintaining a Program for Homebound Students

Absences from school due to illness, pregnancy or accident should be reported by the teacher to the principal with a view to providing homebound instruction. In most instances, the attendance supervisor--working with the school principal--will make all arrangements for homebound instruction. If the attendance supervisor is unavailable, the principal may find the following procedures helpful:

1. An "Application for Homebound Instruction" (SDE 23-019-01) should be obtained from the Office of Programs for the Handicapped, State Department of Education, Rutledge Office Building, Columbia, South Carolina 29201.

2. The student's physician should be asked to fill out in duplicate the medical report on the lower half of the application and return the form to the principal.

3. The principal should complete the top half of the form and send it to the district or county superintendent of education.

4. The application should be signed by the district or county superintendent and submitted in duplicate through his office to the Office of Programs for the Handicapped.

5. Upon approval the Office of Programs for the Handicapped will return a copy of the application to the office of the superintendent or a designated member of his staff.

6. When the approved application is received, the superintendent should notify the principal so that he can authorize the teacher to begin instruction.

7. A final report giving beginning and ending dates of instruction and the number of instructional periods held should be submitted by the principal to the superintendent.

8. At the close of the school year, the superintendent should complete the "Annual Report--Education for Homebound Children" (SDE 29-011-00) and submit it in triplicate to the State Department of Education, Office of Programs for the Handicapped. When students are taught during the summer, a supplemental annual report should be filed when instruction is completed.

GUIDELINES FOR HOSPITAL INSTRUCTION

Procedures and forms for hospital instruction are the same as for the homebound program. Hospital instruction may be provided by local school district personnel even though the student is hospitalized in another district. In such cases one of two procedures may be followed:

1. The student's enrollment may be shifted to the district in which he is hospitalized.

2. The superintendent of the district in which the student is hospitalized may, at the request of the superintendent in the district where the student is enrolled, secure the services of a teacher. Reimbursement for the teacher is received by the county in which the student is enrolled. The district in which the student is hospitalized will inform the district in which the student is enrolled of the dates of beginning and ending instruction.

Complete Sections I and II Before
Returning in Duplicate to:

Homebound Instruction Program
Office of Programs for the Handicapped
Rutledge Office Building
Columbia, South Carolina 29201

Date Received ____________
Date Eligible for Instruction ____________
Approved By ____________

I. APPLICATION FOR HOMEBOUND INSTRUCTION

County ______________________ District or Area ______________________

Pupil's Name ______________________ Date of Birth __________ Sex ______ Grade ____

Name of school where pupil enrolled ______________________

Last date pupil attended school: Month ______________ Day __________ Year ________

Name of teacher assigned to pupil ______________________

Social Security No. ____________ Cert. No. __________
(Teacher reassignments must be reported by telephone or letter.)

"I certify that this pupil meets the eligibility requirements as stated in the Guidelines for Homebound Instruction and request homebound instruction during the ______________ school year."

Approved copy should be returned to:

e ______________________ ______________________
Superintendent's Signature

Address ______________________

______________________ ______________________
Zip Date

II. MEDICAL REPORT

Diagnosis ______________________

Physical Limitations ______________________

Is pupil able to get to school and participate in program? yes __________ no __________

If "no" do you recommend homebound instruction? ______________________

If homebound instruction is recommended, what limitations should the teacher observe?

____

Estimated length of time pupil will be homebound ______________________

"I certify that the pupil's physical and mental condition is such as to make homebound instruction profitable."

______________________ ______________________
Date Physician's Signature

SDE-23-019-01

ANNUAL REPORT – Education for Homebound Children

County ____________________ Area or District ____________________ Date

Pupils' Names	Instruction		Number Periods Held	Teachers' Names	Social Security Number	Cert. Number	Gp
	Beginning Date	Ending Date					

SDE 29-011-00

Return in Triplicate

ANNUAL REPORT – Education for Homebound Children

Area or District ______________________ Date ______________________, 19____

Instruction		Number Periods Held	Teachers' Names	Social Security Number	Cert. Number	Gp	Cl	Gr	Exp	
Beginning Date	Ending Date									

CERTIFICATE OF SCHOOL SUPERINTENDENT

I hereby certify that each and every item in this application is correct, and that records substantiating this data, and showing names of pupils, ages, actual days' attendance of each, grade and study record of each, and names of parents or guardians are on file in said school.

Superintendent

Name of School

Sworn to before me this the day

of , 19

Notary Public or County Superintendent of Education

STATE DEPARTMENT OF EDUCATION

Approved by

Date

SDE 29-011-00

GUIDELINES FOR CLASSROOM-TO-HOME VIDEO OR AUDIO SERVICE

If a student is permanently disabled he may qualify for classroom-to home video or audio service in addition to regular homebound instruction. The school district must make arrangements locally for this service. Reimbursement is allowed at the rate of $600 per student per year or the actual rental cost of the service, whichever is less. This reimbursement is made by the State Department of Education Finance Office to the County Treasurer.

The following procedures should be observed in applying for classroom-to-home service:

1. An "Application for Classroom-to-Home Video or Audio Service" (SDE 23-025-01) should be obtained from the Office of Programs for the Handicapped, State Department of Education, Rutledge Office Building, Columbia, South Carolina 29201.
2. The student's physician should be asked to fill out in duplicate the medical report on the lower half of the application and return the form to the principal.
3. The principal should complete the top half of the form and send it to the district or county superintendent of education.
4. The application should be signed by the district or county superintendent and submitted in duplicate through his office to the Office of Programs for the Handicapped. If the student is to receive regular homebound instruction in addition to classroom-to-home video or audio service, an "Application for Homebound Instruction" should be submitted with the "Application for Classroom-to-Home Video or Audio Service."
5. Upon approval the Office of Programs for the Handicapped will return a copy of the application to the office of the superintendent [illegible] a designated member of his staff.
6. When the approved application is received, arrangements should be made to begin the service.
7. At the close of the school year, the superintendent should complete the "Annual Report - Classroom-to-Home Video or Audio Service" (SDE 23-048-00) and submit it in triplicate to the State Department of Education, Office of Programs for the Handicapped.

Return in Duplicate to:

Homebound Instruction Program
Office of Programs for the Handicapped
Rutledge Office Building
Columbia, South Carolina 29201

______________ Date Received
______________ Date Eligible for Service
______________ Approved By

APPLICATION FOR CLASSROOM-TO-HOME VIDEO OR AUDIO SERVICE

County ______________________ District or Area ______________

Pupil's Name ______________________ Date of Birth ____________ Sex ______

Name of school where pupil enrolled ______________________________

Last date pupil attended school: Month ____________ Day __________ Year ________

"I certify that this pupil is permanently disabled and will not be able to attend school during the ____________ school year."

Approved copy should be returned to:

me ______________________ ______________________ Superintendent's Signature

Address ______________________

______________________ Zip ______________________ Date

* *

MEDICAL REPORT

Diagnosis ____

Physical Limitations ______________________________________

Is pupil permanently disabled and unable to get to school and participate in the program? Yes ____________ No ____________

If "yes" do you recommend classroom-to-home video or audio service? ____________

"I certify that the pupil's physical and mental condition is such as to make classroom-to-home video or audio service profitable."

______________________ Date ______________________ Physician's Signature

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SDE 23-025-01

Return in Triplicate to:

Homebound Instruction Program
Office of Programs for the Handicapped
Rutledge Office Building
Columbia, South Carolina 29201

Date Received ____________

Date ____________

Approved By ____________

ANNUAL REPORT - Classroom-to-Home Video or Audio Service

County ____________ District or Area ____________

Pupils' Names	Instruction		Cost of Service
	Beginning Date	Ending Date	

TOTAL COST ____________

* *

"I hereby certify that the information is correct and that records substantiating this data, and showing names of pupils, ages, actual days of instruction are on file."

____________ Superintendent

____________ Date

S[illegible] 23-048-00

GUIDELINES FOR ESTABLISHING AND MAINTAINING MULTI-DISTRICT EDUCATIONAL PROGRAMS

A school district which has an insufficient number of handicapped children for an appropriate educational program can enter into a memorandum of agreement with another school district for the education of handicapped children. Districts must receive prior approval from the State Department of Education in order to receive state funds for multi-district programs.

Establishment Procedures

1. The "Application for the Establishment of Multi-District Educational Programs" should be obtained from the Office of Programs for the Handicapped, State Department of Education, Rutledge Office Building, Columbia, South Carolina 29201.
2. The application should be completed in triplicate by appropriate personnel in the sending district and sent to the Chairman, Board of Trustees, in both the sending and receiving districts for their respective signatures.
3. The application must be submitted to the Office of Programs for the Handicapped for approval.
4. Upon approval by the Office of Programs for the Handicapped, copies of the application will be returned to both the sending and receiving districts.

Financial Obligations

1. Only the receiving district may count the pupil(s) for enrollment purposes.
2. The sending district shall pay an amount equal to its per pupil expenditure for handicapped students to the receiving district.
3. The sending district must pay the cost of maintenance if a child lives in the receiving district because of the distance involved or a lack of transportation.

BEST COPY AVAILABLE

Reimbursement Procedures

1. The receiving district must submit in triplicate to the Office of Programs for the Handicapped the "Requested Reimbursement for Multi-District Educational Programs."

2. This form must be submitted to the Office of Programs for the Handicapped by June 10th.

3. If the per pupil expenditure for handicapped pupils in the receiving district exceeds the per pupil expenditure for handicapped pupils in the sending district, the State Department of Education will reimburse the receiving district an amount equal to the difference.

4. The total amount reimbursed to districts for this purpose by the State Department of Education will not exceed the total amount appropriated by the State Legislature for this purpose and may be prorated by necessity.

5. The amount reimbursed by the State Department of Education may not exceed the per pupil cost of educating other similarly handicapped children in the receiving district.

6. If a child is not involved in a multi-district program for the entire school year, the amount of reimbursement will be prorated.

Return in triplicate to: SOUTH CAROLINA DEPARTMENT OF EDUCATION

Office of Programs for the Handicapped
Rutledge Office Building
Columbia, South Carolina 29201

APPLICATION FOR THE ESTABLISHMENT OF MULTI-DISTRICT EDUCATIONAL PROGRAMS

School Year: 19___ - 19___

Sending County ______________________ District ______________________

Receiving County ______________________ District ______________________

Document the justification for establishing a multi-district program. (Attach a separate sheet if necessary.)

List the names, handicapping conditions and ages of all pupils residing in the sending district who are to be enrolled in the multi-district program.

Per pupil expenditure for handicapped pupils in sending district $__________

Per pupil expenditure for handicapped pupils in receiving district $__________

Date Submitted ______________________

____
Chairman, Board of Trustees -
Sending District

____
Chairman, Board of Trustees -
Receiving District

State Department of Education use only

Approved by: ______________________ Date: __________

SDE 29-032-00

Return in triplicate by June 10 to:

SOUTH CAROLINA DEPARTMENT OF EDUCATION

Office of Programs for the Handicapped
Rutledge Office Building
Columbia, South Carolina 29201

REQUESTED REIMBURSEMENT FOR MULTI-DISTRICT EDUCATIONAL PROGRAMS

School Year: 19___ - 19___

Sending District ____________________

Per pupil expenditure for handicapped pupils $________

Receiving District ____________________

Per pupil expenditure for handicapped pupils $________

Differential, if any $________

List each student's name and total number of days of instruction in the receiving district.

Date Submitted ____________________

____
Receiving Superintendent's Signature

State Department of Education use only
Approved by: ____________________ Date: ____________
Approved amount of state funds: $____________

SDE 29-031-00

GUIDELINES FOR PROVISION OF INSTRUCTIONAL SERVICES FOR HANDICAPPED PUPILS BY PUBLIC SCHOOL DISTRICTS IN OTHER FACILITIES

A school district may accept gifts or donations from private agencies. (Gifts or donations may be in the form of money, property, facilities, equipment, supplies, or services; either as a gift or as a loan.) In order to receive state aid for public school teachers assigned to non-public school facilities, districts must receive approval from the Office of Programs for the Handicapped, State Department of Education, in the following manner:

Application Procedures:

1. The form entitled "Provision of Instructional Services for Handicapped Pupils by Public School Districts in Other Facilities" must be obtained from the Office of Programs for the Handicapped, State Department of Education, Rutledge Office Building, Columbia, South Carolina 29201.
2. The form must be completed in duplicate by appropriate personnel and signed by the superintendent.
3. The form must be submitted to the Office of Programs for the Handicapped for approval.
4. Upon approval by the Office of Programs for the Handicapped, a copy of the form will be returned to the superintendent.
5. Approval is necessary for each school year.

Reimbursement Procedures:

1. Upon approval by the Office of Programs for the Handicapped districts may request state aid for teachers assigned to non-public school facilities by the same procedure as for teachers assigned to public school facilities.
2. Payment of state funds will be made only to school districts.

Return in duplicate to: SOUTH CAROLINA DEPARTMENT OF EDUCATION

Office of Programs for the Handicapped
Rutledge Office Building
Columbia, South Carolina 29201

PROVISION OF INSTRUCTIONAL SERVICES FOR HANDICAPPED PUPILS BY PUBLIC SCHOOL DISTRICTS IN OTHER FACILITIES

Sending District ______________________________

Donating Agency ______________________________

Address ______________________________

____

School Year: 19 _____ 19 _____

1. Justify that an appropriate program does not exist within facilities of the school district and the reason(s) an appropriate program cannot be established.

2. Document why the educational program offered in the proposed facility is more appropriate to the pupil's needs.

3. Has the district secured written parental permission for all children who will be provided instruction within another facility?

SDE 29-034-00

4. Would the pupil be eligible for public school transportation if an appropriate program were available in a public school facility a similar distance from the pupil's residence?

5. If yes, what provisions have been made for transporting the pupil to the proposed facility?

6. How often does the district placement committee review the progress made by the pupil in order to determine when he shall return full-time to the public school?

7. Does the school district maintain complete administrative responsibility for the teachers functioning in the proposed facility? Attach an organizational chart to document and explain the lines of authority and administration of the program.

8. Does the school district maintain complete administrative and instructional responsibility for the pupil? Attach evidence of this authority.

9. Are the teachers in the proposed facility provided the same benefits, privileges, and responsibilities as the teachers assigned to public school facilities? Attach a list of the names and certificate numbers of teachers assigned to the proposed facility.

10. Describe any gifts, donations or loans granted by the receiving agency to the sending district. (Gifts or donations may be in the form of money, property, facilities, equipment, supplies, or services.)

11. Attach a list of the names, handicapping conditions and ages of pupils to be served in the proposed facility for whom state aid is to be claimed.

Date Submitted ____________________ ____
Signature of Superintendent

For State Department of Education Use Only:

Approved by: ____ Date: ________________

GUIDELINES FOR ADMINISTRATION OF FINANCIAL AID GRANTS FOR PUPILS RECEIVING EDUCATIONAL SERVICES IN APPROVED OUT-OF-STATE INSTITUTIONS

A school district may secure state monies for a handicapped pupil to be enrolled in an out-of-state institution if there is no appropriate program in South Carolina and if such recommendation is made by an appropriately licensed specialist. Prior approval must be secured from the Office of Programs for the Handicapped, State Department of Education, in the following manner:

Application and Reimbursement Procedures:

1. The "Financial Aid Grant Application" form must be obtained from the Office of Programs for the Handicapped, State Department of Education, Rutledge Office Building, Columbia, South Carolina 29201.
2. The application form must be completed in triplicate by appropriate personnel and signed by the superintendent and parent (or guardian).
3. The application form must be submitted to the Office of Programs for the Handicapped for approval.
4. Upon approval by the Office of Programs for the Handicapped copies of the application will be returned to the superintendent and parent (or guardian).
5. Payment will be made to the County Treasurer to the credit of the local school district, contingent upon verified enrollment in the out-of-state institution and approval by the Office of Programs for the Handicapped.
6. Application and approval are necessary for each school year.

Financial Obligations:

1. In calculating the amount of financial aid to be provided for a pupil enrolled in an out-of-state educational institution, the local school superintendent will include the amount of state funds secured, plus the local per pupil expenditures for educating a handicapped pupil, not to exceed one pupil's portion of the expense incurred in operating programs for the handicapped.
2. The amount of state funds provided will not exceed the state funds which would be available if the pupil were enrolled in a program in the local school district for pupils with that particular handicap. If the pupil is not involved in the out-of-state program for the entire school year, the amount of reimbursement will be prorated.
3. Implementation of this provision and participation therein shall be contingent upon the amount of funds appropriated for this purpose by the State Legislature.

Return in triplicate to: SOUTH CAROLINA DEPARTMENT OF EDUCATION

Office of Programs for the Handicapped
Rutledge Office Building
Columbia, South Carolina 29201

FINANCIAL AID GRANT APPLICATION FOR HANDICAPPED PUPIL TO ATTEND OUT OF STATE EDUCATIONAL INSTITUTION

1. County ______________ District ______________ School Year: 19__ - 19__

2. Pupil's Name ______________ Date of Birth ______________

3. Parent's Name ______________

Address: ______________

4. Type of Handicap(s): ______________

Handicap Verified by: ______________

____

____

(Attach copies of medical reports, examinations, recommendations, etc.)

5. Is there a program in the local school district designed to serve this type of handicapped pupil? Yes _____ No _____

6. Is there a program in the state which is available to this type of handicapped pupil? Yes _____ No _____

a. If yes, has application been made? Yes _____ No _____

b. If yes, what is the status of this application? ______________

7. Name and address of out-of-state program for which enrollment is being requested. ______________

____

____

8. Has pupil tentatively been accepted for enrollment in out-of-state institution for school year for which approval is requested? Yes _____ No _____

If yes, attach letter of acceptance from receiving institution.

SDE 29-030-00

9. Have parents given written permission for pupil to attend out-of-state program? Yes _____ No _____

10. Have all parties involved been made aware of the State Department of Education rules and regulations governing attendance in out-of-state educational institutions for handicapped pupils? Yes _____ No _____

11. What is the total expense incurred for enrollment of the pupil in the proposed institution? (Itemize expenses.)

a. ________________________________ $__________

b. ________________________________ $__________

c. ________________________________ $__________

d. ________________________________ $__________

e. ________________________________ $__________

TOTAL $__________

12. What is the per pupil share to be paid to the proposed institution?

a. By the local district? $__________

b. By the State Department of Education $__________

TOTAL $__________

________________________ Date ________________________ Signature of Superintendent

________________________ Date ________________________ Signature of Parent or Guardian

State Department of Education Use Only:

Approved by: ____________________ Date: ____________

Approved amount of state funds: $____________

SDE 29-030-00

SOUTH CAROLINA DEPARTMENT OF EDUCATION

Office of Programs for the Handicapped
Rutledge Office Building
Columbia, South Carolina 29201

Excess Cost of Programs for the Handicapped

Eligibility: School districts in South Carolina operating programs for the handicapped in accordance with the "Standards and Procedures for Implementing the Provisions of Act No. 977 of 1972 to Establish a Mandatory Program of Education of Handicapped Children in the Public Schools" are eligible for reimbursement of certain costs incurred in operating such a program.

Amount of Reimbursement: The amount of reimbursement will be based on actual excess cost or a per unit allotment, whichever is the lesser amount. The maximum amount allotted to each district will be computed as follows:

1. The total number of state-supported teaching units for the handicapped reported to the State Department of Education in the previous year will be added to the projected number of state-supported teaching units to be initiated in the coming year in those districts which have previously reported no units for the handicapped.

2. The sum resulting from item 1 above will be divided into the total amount appropriated by the State Legislature for excess cost programs for the handicapped. This yields the "per unit allotment" for excess cost reimbursement.

3. The "per unit allotment" will be multiplied by the number of state-supported teaching units reported the previous school year in the district or the number of state-supported teaching units projected to be initiated in districts which have previously reported no units. This yields the total allotment for the district. Actual reimbursement may not exceed this amount unless authorized by the State Department of Education.

Eligible Claims: Claims reported for reimbursement under the excess cost program must be legitimate expenditures directly related to the operation and maintenance of the district's program for the handicapped. Claims may not include items or services purchased through any other state or federal sources. (For example, an item cannot be purchased with Title I funds and also claimed under the excess cost program.) Claims may be made only for services actually provided or expenditures actually made by the district. Reimbursement by the state will be made only to school districts.

There are four categories of expenditures eligible for reimbursement. At least fifty per cent (50%) of the reimbursement received by the district must be for expenditures in Categories I and/or II.

1. Category I: Instructional Materials - Districts may claim expenditures for instructional materials not usually required for a regular class and which are not supplied through other state or federal funds. Such materials may include games, audio-visual aids, textbooks, workbooks, enlargement of regular print textbooks, instructional kits, blocks, puzzles, toys, etc.

2. Category II: Instructional Equipment - Districts may claim expenditures for instructional equipment not usually required in a regular class and which is not supplied through other state or federal funds. Items may include audio-visual equipment, manipulative and therapeutic devices, classroom furniture required for programs for the handicapped that is not necessary for a regular class, group hearing aids or amplification systems, large print typewriters, and other special equipment necessary to meet the specific needs and capabilities of the students enrolled in the programs.

3. Category III: Contracted Services - Districts may claim expenditures for services rendered on a contractual basis by the following types of professionals:

   a) Medical specialists
   b) Psychological specialists
   c) Social workers
   d) Audiological or optometric specialists
   e) Support personnel - physical therapists, occupational therapists, mobility instructors

4. Category IV: Salaries/Supplements - Districts may claim all or part of the salaries of the following personnel provided such personnel devote full time to the district program for the handicapped and provided funds secured under the excess cost program are not used to supplant present salaries paid from state, federal or local monies:

   a) Directors or supervisors of programs for the handicapped
   b) Assistant directors or supervisors of programs for the handicapped
   c) Supervisors of various categories of handicapping conditions
   d) Psychologists
   e) Social workers

Reimbursement Procedure:

1. As soon as possible after finalization of the General Appropriation Act by the State Legislature each district will be notified of the amount allotted to the district for the coming school year.

2. In order to receive reimbursement, the district must submit duplicate copies of two forms to the Office of Programs for the Handicapped by June 10:
   a) "Requested Reimbursement for Excess Cost of Programs for the Handicapped"
   b) "Verification of Pupils Enrolled in Programs for the Handicapped."
   Any request received after June 10 will not be paid.

3. Each claim listed on the requested reimbursement form must be supported by an attached invoice clearly reflecting the expenditure. Any claim not supported by an invoice will not be paid.

4. By July 1 the requested reimbursement form and the verification of enrollment form will be reviewed by the Office of Programs for the Handicapped.

5. Upon approval of the request by the Office of Programs for the Handicapped funds will be forwarded to the County Treasurer to the credit of the local school district.

Return in duplicate by June 10 to:

SOUTH CAROLINA DEPARTMENT OF EDUCATION

Office of Programs for the Handicapped
Rutledge Office Building
Columbia, South Carolina 29201

REQUESTED REIMBURSEMENT FOR EXCESS COST OF PROGRAMS FOR THE HANDICAPPED

County ______________________ District ______________ School Year 19__-19__

INSTRUCTIONS: List all claims according to categories specified and attach invoices for each item listed. At least fifty per cent of the reimbursement received by the district must be for expenditures in Categories I and/or II. *The total amount requested for reimbursement should not exceed the district allotment for the school year.

Category I: Instructional Materials

Type of Materials	Amt. Paid or Encumbered	Amount Claimed for Reimbursement
1.	$	$
2.	$	$
3.	$	$
4.	$	$
5.	$	$
6.	$	$
7.	$	$
8.	$	$
9.	$	$
10.	$	$

Category II: Instructional Equipment

Type of Equipment		
1.	$	$
2.	$	$
3.	$	$
4.	$	$
5.	$	$

SDE 29-008-02

Category III: Contracted Services Description of Service	Total Amt. Paid or Encumbered	Amount Claimed for Reimbursement
1.	$	$
2.	$	$
3.	$	$
4.	$	$
5.	$	$
6.	$	$
7.	$	$

Category IV: Salaries/Supplements - Personnel listed must devote full time to the district program for the handicapped. Funds secured through excess cost reimbursement cannot be used to supplant salaries previously paid from state, federal or local monies.

Name	Position		
1.		$	$
2.		$	$
3.		$	$
4.		$	$
5.		$	$
6.		$	$
7.		$	$
8.		$	$
9.		$	$
10.		$	$
	TOTAL EXPENDITURES REPORTED:	$	*$

I certify that all claims reported hereby for reimbursement are legitimate expenditures related directly to the operation and maintenance of the district's program for the handicapped and that such claims are not duplicated through any other state or federal program.

Date

Signature of Superintendent

State Department of Education use only:
Approved by: Date:
Approved amount of state funds: $

Return in duplicate to:

SOUTH CAROLINA DEPARTMENT OF EDUCATION

Office of Programs for the Handicapped
Rutledge Office Building
Columbia, South Carolina 29201

VERIFICATION OF PUPILS ENROLLED IN PROGRAMS FOR THE HANDICAPPED

Name of District: ____________________ School Year: 19___ - 19___

Category of Handicap: ____________________
(List each category of handicap on a separate page.)

Name of Teacher	Actual Number of Pupils Enrolled				Instructional Model (check one)	
	Elementary	Middle	Secondary	Total	Self-Cont.	Other than Self-Cont.
TOTALS					XXX	XXX

I certify that the above information is accurate to the best of my knowledge.

________________________ Date

________________________ Signature of Superintendent

SDE 29-029-00

SOUTH CAROLINA DEPARTMENT OF EDUCATION

Office of Programs for the Handicapped
Rutledge Office Building
Columbia, South Carolina 29201

Transportation for the Handicapped

Eligibility: School districts in South Carolina operating programs for the handicapped in accordance with the "Standards and Procedures for Implementing the Provisions of Act No. 977 of 1972 to Establish a Mandatory Program of Education of Handicapped Children in the Public Schools" may be reimbursed for the cost of transporting certain pupils to and from school.

To qualify for reimbursement, a pupil must be enrolled in a program operated in accordance with the "Standards and Procedures for Implementing the Provisions of Act No. 977 of 1972 to Establish a Mandatory Program of Education of Handicapped Children in the Public Schools" and said pupil must be unable to get to and from school by the usual means of transportation provided within the district.

Amount of Reimbursement: Districts may be reimbursed at the rate of $100 per pupil per 90 day reporting period or the actual cost of transportation, whichever is the lesser amount. Should reimbursement requests exceed the total amount appropriated by the State Legislature for this purpose, districts will be reimbursed on a prorated basis.

Eligible Claims: Expenditures reported for reimbursement must be solely for the transportation of eligible handicapped pupils. Claims may include such items as payment to parents providing transportation, a special bus used exclusively for transportation of the handicapped, taxi fares, or transportation equipment.

Reimbursement Procedures:

1. The district must submit two forms to the Office of Programs for the Handicapped in order to receive reimbursement:
   a. "Requested Reimbursement for Transportation of the Handicapped - 90 Day Report" must be submitted in duplicate by February 10. Any request received after February 10 will not be paid.
   b. "Requested Reimbursement for Transportation of the Handicapped - 180 Day Report" must be submitted in duplicate by June 10. Any request received after June 10 will not be paid.
2. Each claim listed on the requested reimbursement form for each reporting period must be supported by an attached invoice clearly reflecting the expenditure. Any claim not supported by an invoice will not be paid. If a claim is for the purchase of transportation equipment, the total cost may be prorated on a per pupil basis for pupils utilizing the equipment. The attached invoice would in this case reflect the total cost of the item purchased.

3. If an eligible child is enrolled in a multi-district program, the receiving district, but not the sending district, may request reimbursement.

4. Upon approval of each request by the Office of Programs for the Handicapped, funds will be forwarded to the County Treasurer to the credit of the local school district.

Return in duplicate
by February 10 to:

SOUTH CAROLINA DEPARTMENT OF EDUCATION

Office of Programs for the Handicapped
Rutledge Office Building
Columbia, South Carolina 29201

REQUESTED REIMBURSEMENT FOR TRANSPORTATION OF THE HANDICAPPED-90DAY REPORT

County ______________________ District ______________ School Year 19____ -19____

Instructions: Attach invoices to clearly support each expenditure claimed. Any item not supported by an invoice will not be paid. "Actual 90 Day Cost" should reflect the actual cost of providing transportation for the first 90 days of the school year. The "Eligible Amount Claimed" cannot exceed $100 per pupil. If reimbursement is requested for the purchase of transportation equipment, list the name of the pupil utilizing the equipment, type of handicap, type of equipment purchased, distance round trip, actual per pupil cost, and eligible amount claimed not to exceed $100 per pupil.

Name of Pupil	Type of Handicap	Method of Transportation or Equipment Purchased	Distance Round Trip	Actual 90 Day Cost	Eligible Amount Claimed
				$	$
				$	$
				$	$
				$	$
				$	$
				$	$
				$	$
				$	$
				$	$
				$	$
TOTAL EXPENDITURES REPORTED:				$	$

I CERTIFY THAT THE INFORMATION PROVIDED ABOVE IS CORRECT TO THE BEST OF MY KNOWLEDGE AND THAT EXPENDITURES REPORTED ARE SOLELY FOR THE TRANSPORTATION OF ELIGIBLE HANDICAPPED PUPILS.

______________________ Date

______________________ Signature of Superintendent

State Department of Education Use Only
Approved by: ______________________ Date: ______________
Approved amount of state funds: $______________

SDE 29-027-00

Return in duplicate
by June 10 to:

SOUTH CAROLINA DEPARTMENT OF EDUCATION

Office of Programs for the Handicapped
Rutledge Office Building
Columbia, South Carolina 29201

REQUESTED REIMBURSEMENT FOR TRANSPORTATION OF THE HANDICAPPED-180 DAY REPORT

County ____________________ District ____________________ School Year 19____ - 19____

Instructions: Attach invoices to clearly support each expenditure claimed. Any item not supported by an invoice will not be paid. "Actual 90 Day Cost" should reflect the actual cost of providing transportation for the second 90 days of the school year. The "Eligible Amount Claimed" cannot exceed $100 per pupil. If reimbursement is requested for the purchase of transportation equipment, list the name of the pupil utilizing the equipment, type of handicap, type of equipment purchased, distance round trip, actual per pupil cost, and eligible amount claimed not to exceed $100 per pupil.

Name of Pupil	Type of Handicap	Method of Transportation or Equipment Purchased	Distance Round Trip	Actual 90 Day Cost	Eligible Amount Claimed
				$	$
				$	$
				$	$
				$	$
				$	$
				$	$
				$	$
				$	$
				$	$
				$	$
TOTAL EXPENDITURES REPORTED:				$	$

I CERTIFY THAT THE INFORMATION PROVIDED ABOVE IS CORRECT TO THE BEST OF MY KNOWLEDGE AND THAT EXPENDITURES REPORTED ARE SOLELY FOR THE TRANSPORTATION OF ELIGIBLE HANDICAPPED PUPILS.

____________________ Date

____________________ Signature of Superintendent

State Department of Education Use Only
Approved by: ____________________ Date: ____________________
Approved amount of state funds: $ ____________________

SDE 29-028-00

STANDARDS AND PROCEDURES FOR IMPLEMENTING THE PROVISIONS OF ACT NO. 977 OF 1972 TO ESTABLISH A MANDATORY PROGRAM OF EDUCATION OF HANDICAPPED CHILDREN IN THE PUBLIC SCHOOLS

APPROVED BY THE SOUTH CAROLINA STATE BOARD OF EDUCATION ON JANUARY 12, 1973

INTRODUCTION

The purposes of these standards and procedures are:

(1) to implement the provisions of South Carolina Legislative Act No. 977 of 1972

(2) to establish minimal criteria by which the State Department of Education may evaluate local school district plans for the education of handicapped pupils, and

(3) to provide guidelines to aid school districts in the establishment of comprehensive educational programs designed to meet the specific needs of handicapped children.

Authority: The law to establish a mandatory program for education of handicapped children in the public schools directs the State Board of Education to establish a program of specialized education for all handicapped children in the state and to prescribe standards and approve the procedures under which the facilities are furnished and services provided. In addition the State Board of Education is directed to:

(1) establish screening, evaluating, and placement procedures for handicapped students who will participate in the programs.

(2) determine certification requirements for teachers.

(3) set minimum room size standards.

(4) set standards for equipment and materials used in such programs.

The law specifically states that the State Board of Education may promulgate such rules and regulations, not inconsistent with law, as it shall deem necessary and proper for the effective administration of programs for the education of handicapped children.

Definitions: South Carolina law contains specific definitions concerning the handicapped. Legal definitions are included in the Appendix of this document.

The intention of the State Board of Education is to establish reasonable standards and procedures for the operation of programs for handicapped children consistent with the provisions of the law. The State Board recognizes the extensive degree of commitment which many local school districts have already established as evidenced by the submission of five year plans for the establishment of programs for all handicapped pupils. These standards and procedures are designed to coincide with -- and not to conflict with -- earlier efforts on the part of local districts. In brief, the standards simply state that local school districts are required by law to provide a comprehensive educational program for all handicapped pupils. Some of the basic ideas reflected in the standards have previously been submitted to local school districts in the form of suggestions and recommendations for effective programs. Now in compliance with state law, many of those same suggestions and recommendations are established as minimum standards by the State Board of Education and, therefore, in themselves have the effect of law, provided that they are not inconsistent with previously established state law.

The State Board of Education recognizes that the state school system, is made up of school districts which vary greatly in enrollment and availability of resources, both financial and human. Recognizing that there may be school districts in the state of South Carolina with resources barely adequate to implement programs for all handicapped pupils, the State Board of Education again commits itself to offer through the State Department of Education consultative assistance, priority being assigned to those activities mandated by State statute.

STANDARD I -- GENERAL POLICIES

Each school district individually or in combination with other school districts shall conduct a survey of the educational needs of all handicapped children within its jurisdiction and devise an educational plan for the children concerned. An annual report shall be made by each district to the State Department of Education to indicate the extent to which the plan has been implemented and to report additional planning. (Act No. 977, Section 4)

Contained in the written philosophy of the local school district shall be a commitment to the education of all school-aged youth, including the handicapped.

It shall be the primary purpose and objective of the local school district to implement to the greatest extent possible the implications of philosophical statements relative to the education of all school-aged youth.

The local school district shall have an officially adopted policy statement that assures the appropriate education of handicapped pupils.

The local school district must commit itself to the task of providing adequate staff, facilities, equipment, materials, curricular and organizational structure necessary for the effective operation of programs for handicapped pupils.

The education of handicapped pupils must be recognized as a district-wide function and should receive full cooperation, support, and constructive participation from available district resources both financial and human.

In identifying handicapped pupils the local district shall employ legally established definitions. (See Appendix A for legal definitions.)

BEST COPY AVAILABLE

STANDARD II -- PROGRAMS AND CURRICULUM

Educational programs for handicapped pupils shall be provided for all handicapped pupils of legal school age who reside in the local school district. (Act No. 977, Section I) Legal school age means age 6-21 (Section 21-752, 1962 Code) except for hearing handicapped children in which case legal school age means age four and older (Section 21-295, as amended in 1967).

The programs for the handicapped pupils shall be interrelated with other school programs to the extent that handicapped pupils can benefit thereby. The local school district shall utilize special education models which will allow handicapped pupils to be integrated within the entire student body to the extent that it is beneficial to the handicapped pupils (Act No. 977, Section 4).

When the pupil population in the local school district is so small as to yield a number of children in any handicapping area less than the minimum enrollment necessary for one appropriate program unit, local school district may contract with other districts within the state for the provision of such services as may be appropriate for the handicapped pupil (Section 5).

When local school district has a population of handicapped pupils large enough to justify establishment of one program in that area of handicapping condition, then the local district will establish a program for those pupils (Section 5).

School districts shall form cooperative arrangements with other nearby school districts for purposes of providing an appropriate program for pupils experiencing low incidence handicapping conditions (Section 5).

The sending district must document this lack of numbers and receive prior approval from the State Department of Education before sending pupils to other school districts (Section 5).

The sending district will contract and pay the receiving district the per capita cost of instruction, special equipment, and special services not reimbursed to the receiving district by state, federal, and other monies plus the cost of transportation and of maintenance if the non-resident children must reside away from their home (Section 5).

The receiving district which enters into such non-resident contract arrangements which are approved by the State Department of Education shall be reimbursed by the Department for tuition fees, transportation, and books not to exceed the per pupil cost of educating a handicapped child of identical age in the public schools (Section 5).

In the event that no appropriate program for a specifically handicapped pupil exists within approved special education facilities located within the state of South Carolina, the sending district, upon approval by the State Department of Education, may contract with other school systems or institutions outside of South Carolina which maintain approved special educational facilities (Section 5).

The curriculum for handicapped pupils shall be sequential and shall correspond in terms of age levels to programs available to other students (K or 1-12), except that programs for hearing handicapped pupils shall be available for pupils aged four years and older. The curriculum shall be adapted at all levels to meet the special needs of the handicapped pupils being served.

Counseling and guidance services shall be made available to pupils enrolled in programs for the handicapped on the same basis as to the student body at large.

Appropriate occupational or vocational training and placement services shall be made available to students enrolled in programs for the handicapped on at least the same basis as to the student body at large.

STANDARD III -- PUPIL REFERRAL

Pupil personnel records shall be maintained in such a manner as to clearly indicate the screening, evaluating, and placement processes employed to assign the pupil to a program for handicapped pupils. Records shall reflect a history of the educational training and services provided and the children participating in the program. (Act No. 977, Section 5)

Screening procedures appropriate for each defined area of handicapping condition shall be continuously conducted by the local school district. (See Appendix B for suggested screening procedures for each of the handicapping conditions.)

Local school districts should secure written parental permission before proceeding with pupil testing and/or placement.

Evaluation or appraisal of a candidate for placement in and/or dismissal from a program for handicapped pupils shall be conducted in such a manner as to utilize an appropriate array of data including intelligence test results, family history, educational records, medical records, and psychological evaluation. (See Appendix C for minimal evaluation procedures for each handicapping condition.) All children remaining in programs for the handicapped should be re-evaluated at least every two years.

Speech handicapped children may be referred and evaluated by a speech clinician certified by the State Department of Education.

Placement and dismissal of pupils (except speech handicapped) into or out of a program for the handicapped shall be made only upon the recommendation of placement committee(s) appointed by the local district superintendent or his designee. The placement committee(s) shall consist of no fewer than three persons who shall meet on a regularly scheduled basis.

Appropriate appointments to placement committee(s) may be selected from, but not limited to, the following list of positions:

Superintendent
Principal
Supervisor of Programs for the Handicapped
Teacher in Appropriate Area of Handicap
School Counselor
Psychologist
Social Worker
Physician
School Nurse
Regular Classroom Teacher
Parent of the Handicapped

The placement committee(s) shall be responsible for reviewing each pupil's case periodically during the academic year and shall make recommendations on alternate placements and/or dismissals as appropriate.

STANDARD IV -- FACULTY

Each faculty member employed in programs for handicapped pupils shall hold an appropriate teaching credential issued by the State Board of Education. The local school district shall make every effort to secure properly certified teachers -- holders of standard teaching credentials with an endorsement in the appropriate area of handicap. In the event that the local school district has exhausted all avenues of securing fully qualified teaching personnel, it may -- with the consent of the State Department of Education -- employ less than fully certified personnel, provided that those personnel also hold standard teaching credentials with a valid endorsement in another teaching area and have completed certain minimal requirements in the proposed teaching field.

Inservice education programs for teachers of the handicapped shall be organized and conducted by the local school district. The first priority of inservice education programs for teachers of the handicapped shall be to complete the certification of those teachers teaching out of field, i.e. with a teaching area endorsement other than the one in which they are employed. Concurrently the inservice educational program shall seek to develop the skills of all personnel employed in regular and special programs which serve handicapped pupils. The local school district shall be responsible for identifying the educational needs of its teachers in programs for handicapped pupils and should establish inservice programs designed to assure the competency of those teachers through inservice educational activities.

The local school district shall identify and appoint an individual who shall act as liaison between the local school district and the State Department of Education for purposes of implementing programs for handicapped pupils.

STANDARD V -- PHYSICAL FACILITIES AND RESOURCES

Facilities in which programs for handicapped pupils are conducted shall be comparable in quality and size to regular school facilities.

Facilities designed for handicapped pupils shall be in compliance with standards set by the State Board of Education. (See Appendix D)

Wherever necessary the physical facilities utilized in programs for handicapped pupils shall be specially adapted to the needs of the handicapped.

There shall be an adequate supply of appropriate teaching materials and equipment to the same extent that materials and equipment are made available to the student body at large.

STANDARD VI -- COMMUNITY INVOLVEMENT

School districts shall cooperate with community agencies, both public and private in efforts to identify and serve handicapped pupils. (Act. No. 977, Section 6)

District and state educational agencies are authorized to accept gifts or donations from private agencies interested in working toward the education and training of handicapped children. (Section 6)

APPENDIX A

DEFINITIONS CONCERNING HANDICAPPED CHILDREN

Certain definitions concerning handicapped children have been established by State law. These definitions were most recently amended June 21, 1972.

(1) 'Special education program' means educational services carried on through special schools, special classes and special instruction;

(2) 'Educable mentally handicapped pupils' means pupils of legal school age whose intellectual limitations require special classes or specialized education instruction to make them economically useful and socially adjusted;

(3) 'Trainable mentally handicapped pupils' means pupils of legal school age whose mental capacity is below that of those considered educable, yet who may profit by a special type of training to the extent that they may become nearly self-sufficient and less burdensome to others;

(4) 'Emotionally handicapped pupils' means pupils of legal school age with demonstrably adequate intellectual potential, who because of emotional, motivational, or social disturbance require special classes or specialized education instruction suited to their needs;

(5) 'Hearing handicapped pupils' means pupils of age four or older who are certified by a licensed specialist that their hearing deficit requires special classes or specialized education instruction suited to their needs;

(6) 'Orthopedically handicapped pupils' means pupils of legal school age who have an impairment which interferes with the normal function of the bones, joints, or muscles to such an extent and degree as to require the school to provide special facilities and instructional programs;

(7) 'Visually handicapped pupils' means pupils of legal school age who either have no vision or whose visual limitations after correction result in educational handicaps unless special provisions are made;

(8) ' Learning disabilities pupils' means pupils with special learning disabilities who exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbances or to environmental disadvantage.

The State Board of Education has adopted the following concerning children with speech handicaps:

Speech handicaps may be described as those impairments which tend to interfere with or limit, to varying degrees, the individual's ability to formulate, express, receive, or interpret oral language. These impairments are generally listed in the literature of the speech and hearing profession as defective articulation, delayed speech and language, stuttering, hearing impairment, cleft palate, cerebral palsy, aphasia, voice disorders, cluttering and nonstandard dialect.

The State Board of Education has adopted the following concerning children who are deaf-blind:

'Deaf-Blind pupils' means children who have both auditory and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot properly be accommodated in special education programs either for the hearing handicapped child or for the visually handicapped child. The visual and hearing impairments need not be total.

APPENDIX B

SCREENING PROCEDURES FOR HANDICAPPED PUPILS

MENTALLY HANDICAPPED (EDUCABLE AND TRAINABLE)

Each school district should design and implement a continuous screening process for school aged pupils to identify all mentally handicapped pupils in need of special education services. Pupils should be screened and identified on the basis of: (1) teacher, parent and/or physician referrals, (2) psychological services, (3) referral from community agencies, (4) readiness tests, (5) group achievement and/or intelligence tests.

EMOTIONALLY HANDICAPPED

Each school district should design and implement a continuous screening process for school aged pupils to identify all children who may need help with emotional, social or motivational problems. By employing an ongoing, systematized screening program in K or 1-12 the district will be able to plan a more effective program. Pupils should be screened on the basis of: (1) referrals from teachers -- (It is strongly recommended that the classroom teachers complete a behavioral rating scale and/or administer a peer, self-rating survey to those students she feels have some emotional problems before making her referrals), (2) referrals from parents, psychological services, guidance counselors or other personnel, (3) recommendations from physician or mental health centers, (4) educational test data such as readiness test results, group achievement and/or group intelligence tests.

HEARING HANDICAPPED

Each school district should provide a hearing testing program designed to identify pupils who have hearing adequate for classroom instruction and those who need further in-depth testing. Threshold testing should be done for those pupils who fail the screening, as a means of identifying those pupils who need further testing or a medical examination, preferred seating, etc. All testing should be done with the use of an audiometer and by a person qualified to administer such tests and interpret the results.

Each pupil should be screened at the 500, 1000, 2000, 4000 and 8000 frequencies at an intensity of 25-30dB (ISO), depending upon the noise level of the building in which testing is being done. Pupils who fail to hear the tone at as many as two points in either ear should be rechecked to determine the exact pattern of hearing of the individual.

Pupils who are rechecked should be referred to an audiologist, otologist, or otolaryngologist if they average as much as a 30dB loss (ISO) in the 500, 1000, and 2000 frequencies at either ear. Those who hear well at these frequencies but have a rather severe loss at the 4000 and/or 8000 frequencies may, at the discretion of the evaluator, be referred to one of the above named specialists, if only as a precautionary measure. Preferred seating should be recommended for pupils needing such assistance in order to overcome or compensate for hearing loss.

All pupils in the school system should be tested the first year. Each year thereafter, the following grades should be tested: K-4, 7, 9, and 11. Each year referrals from the teachers should be tested, as well as any new pupils moving into the school district.

ORTHOPEDICALLY HANDICAPPED

Each district should design and implement a continuous screening process for school aged pupils to identify all orthopedically handicapped pupils. The screening process should incorporate utilization of the following: professional personnel, physicians, public health nurses, social and welfare workers, attendance supervisors, classroom teachers, parent groups, churches, The South Carolina Association for Crippled Children and Adults, and other community agencies.

VISUALLY HANDICAPPED

Each school district should design and implement a screening process to identify all children who have visual limitations so that modification can be made in their educational programs to allow them to achieve their maximum potential.

Vision screening tests should be designed to screen the following:

(1) Visual Acuity - Visual acuity testing should include far point, near point, and binocular vision.

(2) Ocular Pathology

(3) Muscular Imbalance

All pupils in the school system should be screened the first year. Each year thereafter, the following grades should be screened: K-4, 7, 8, 9 and 11. Each year referrals from the teachers should be screened, as well as any new pupils moving into the school district. Pupils failing the screening should be rechecked. Those failing the recheck should be referred to an opthalmologist or an optometrist.

LEARNING DISABILITIES

Each school district should design and implement a continuous screening process for all school aged pupils to identify all children with learning disabilities. By employing an ongoing, systematized screening program in K or 1-12, the district will be able to plan a more effective program. Pupils should be screened on the basis of: (1) referrals from teachers, parents, psychological services, guidance counselors, or other personnel, (2) recommendations from physicians or mental health centers, (3) educational test data such as readiness test results, group achievement and/or group intelligence tests.

SPEECH HANDICAPPED

A speech clinician approved by the State Department of Education should screen all kindergarten, 1st and 3rd graders, new students and teacher referrals. A standard screening test of articulation should be used. The criteria for failure should be based upon the judgement of the clinician.

APPENDIX C

EVALUATION PROCEDURES FOR HANDICAPPED CHILDREN

MENTALLY HANDICAPPED (EDUCABLE AND TRAINABLE)

Candidates must be evaluated by a psychological examiner certified by the State Department of Education. The examiner must administer at least one individual intelligence test and at least two other tests of psychological function of the observed difficulty. The examiner's report should include behavioral observations, results of testing, educational implications, summary, and recommendations.

Also, at least one individual readiness or achievement test should be administered to appraise the current level of academic accomplishment for educable pupils. The functional level of trainable pupils should be assessed to whatever extent possible.

It is recommended that a school social worker or other appropriate person secure an extensive history of the child and his family, including a parental evaluation of the child's present difficulty.

It is also recommended that a physical examination be administered by a licensed physician, particularly in the case of trainable children.

EMOTIONALLY HANDICAPPED

Candidates must be evaluated by a psychological examiner certified by the State Department of Education who certifies that the child possesses demonstrably adequate intellectual potential and manifests a primary handicapping condition of emotional disturbance. The examiner must administer at least one individual intelligence test and at least two other tests of psychological function of the observed difficulty. The report should include a description of the disturbance and the degree to which the child recognizes his problem, an estimate of the child's potential for growth and ability to profit from special placement, and recommendations for educational planning.

Also at least one individual achievement test should be administered to determine a specific remediation program whenever the candidate is below expected achievement or grade level. It is recommended that a school social worker or other appropriate person secure an extensive history of the child and his family, including a parental evaluation of the child's present difficulties.

An extensive psychiatric evaluation and medical examination by licensed physicians are also recommended.

HEARING HANDICAPPED

Each pupil having a significant hearing impairment shall have a complete medical examination and hearing evaluation by an audiologist, otologist or otolaryngologist. The report of the examiner should include an explanation of the nature, extent and prognosis of the hearing impairment as well as an assessment of the functional educational level of hearing. An individual psychological examination may be needed if mental retardation or emotional disturbance is suspected.

ORTHOPEDICALLY HANDICAPPED

An evaluation shall be completed by an appropriate physician. The report should include a description of the handicap, an estimate of the child's potential for academic growth and ability to profit from special placement, and recommendations for educational planning. Psychological evaluations may be necessary where mental retardation or emotional disturbance is suspected.

It is recommended that a school social worker or other appropriate person secure an extensive history of the child and his family, including a parental evaluation of the child's present difficulty.

VISUALLY HANDICAPPED

Each district shall require that a thorough ophthalmic examination by an ophthalmologist or optometrist be completed on children who have a visual impairment. Each district should use the standard "Eye Report for Children with Visual Problems" form available from the Office of Programs for the Handicapped, State Department of Education. This eye report includes such necessary information as recommendations, nature, extent and prognosis of the visual problem. An individual psychological examination may be necessary if mental retardation or emotional disturbance is suspected. Every effort should be made to secure the child's family and medical history.

LEARNING DISABILITIES

Candidates must fall within the average or above average range of intelligence or must be judged to possess such potential, based upon findings of a psychological examiner certified by the State Department of Education. The examiner must administer at least one individual intelligence test and at least two other tests of psychological function of the observed difficulty, such as a test for auditory perception, visual perception, or communicative disorders. The examiner should include in his report a description of any noted behavioral problem, the degree to which the child recognizes his problem, an estimate of the child's potential for growth and ability to profit from special placement, and recommendations for educational planning. Also, at least one individual achievement test should be administered to appraise those academic areas in which the candidate is experiencing difficulty.

It is recommended that a school social worker or other appropriate person secure an extensive history of the child and his family, including a parental evaluation of the child's present difficulties, a history of all childhood illnesses, including age of child at the time of illness, symptoms, severity, course and care (such as physician in attendance, or hospitalization).

It is also recommended that when deemed necessary an examination be administered by a licensed physician, neurologist, ophthalmologist, optometrist and/or audiologist.

SPEECH HANDICAPPED

Each district shall require that a complete evaluation by a speech clinician certified by the State Department of Education be completed on those children failing the screening examination. The evaluation instrument should be chosen by the clinician. Areas to be evaluated should include articulation, language, oral peripheral mechanism and others deemed necessary by the clinician.

MULTIPLE HANDICAPPED

Candidates with multiple handicaps should be thoroughly evaluated as described for appropriate types of handicaps. If no program is available specifically for the multiple handicapped, candidates should be placed according to the major handicapping condition.

HOMEBOUND OR HOSPITALIZED

Candidates who because of illness, accident, pregnancy or congenital defect cannot, even with the aid of transportation, be assembled in a school are eligible for homebound or hospital instruction. A licensed physician must state in writing that the student is unable to attend school, even with transportation, but may be expected to profit from instruction given in the home or hospital.

APPENDIX D

FACILITIES FOR HANDICAPPED PUPILS

SELF-CONTAINED CLASSROOM

Classroom space should be of equal size to regular classrooms and located in a regular school building which houses children of similar chronological age.

RESOURCE ROOM

The resource room should be of sufficient size to comfortably accommodate the resource teacher, at least six pupils and any necessary furniture, materials and equipment. It should be located in the school building near the academic area of the pupils to be served. If a portable unit is used, it should be located as near as possible to the academic area of the pupils to be served.

ITINERANT TEACHER CLASSROOM

A room should be provided that is sufficient in size to comfortably accommodate the itinerant teacher, the maximum number of pupils to be served at any given time, and any necessary furniture, materials, and equipment.

SPEECH THERAPY ROOM

Within each school housing a speech therapy program, a room should be provided with adequate space to accommodate the maximum number of pupils to be served at any given time. This room should be free from interruptions and be used solely for speech while the speech clinician is in that building. Adequate materials and equipment should be provided.

DIAGNOSTIC/PRESCRIPTIVE CLASSROOM

Classroom space should be of sufficient size to comfortably accomodate the teacher, at least six pupils and any necessary furniture, materials, and equipment. The room should be located near the academic area of the pupils to be served.

CRISIS ROOM

The crisis room should be of sufficient size to comfortably accommodate the crisis teacher, at least six pupils and any necessary furniture, materials and equipment. It should be located in the school building near the academic area of the pupils to be served.

FACILITIES FOR THE ORTHOPEDICALLY HANDICAPPED

All school buildings which house programs for the Orthopedically Handicapped should meet the standards of "An Act to Require that Those Buildings and Facilities Constructed in the State by the Use of State County or Municipal Funds Shall Adhere to the Principles Prescribed in this Act in Order to Make These Buildings and Facilities Accessible and Usable by the Physically Handicapped" which was signed into law by Governor Russell on May 7, 1963.

STANDARDS AND PROCEDURES FOR THE OPERATION OF PROGRAMS FOR HANDICAPPED PUPILS--SUPPLEMENTARY GUIDELINES

APPROVED BY

THE STATE BOARD OF EDUCATION

JULY 18, 1973

OFFICE OF PROGRAMS FOR THE HANDICAPPED

I. Establishing and Maintaining Multi-District Educational Programs

1. "Insufficient Numbers" of resident handicapped children is the only legally acceptable reason for one school district to contract with another school district for the education of handicapped children.

2. The sending district must document the lack of resident handicapped children and receive prior approval from the State Department of Education before entering into a contract for the education of handicapped children by another school district.

3. The receiving district (but not the sending district) may count for enrollment purposes all children received from other districts as a result of approved contracts.

4. Payment Procedures:

   A. The sending district shall pay to the receiving district an amount equal to the average per pupil expenditure for handicapped students normally incurred by the sending district.

   B. The receiving district will receive from the State Department of Education a reimbursement for expenses incurred in the education of children from a sending district to the extent that those expenses---

      (1) Exceed the amount of funds received from the State and the sending district, and

      (2) Do not exceed the per pupil cost of educating other similarly handicapped children in the receiving district, and

      (3) Can be reimbursed from available appropriated funds.

5. The sending district must pay the cost of maintenance if a child who is sent to a receiving district must reside away from his home due to distance or lack of transportation.

6. These guidelines are supplemental to, but not in substitution of "Standards and Procedures ..." approved by the State Board of Education on January 12, 1973.

II. Educational Agreements Between Public School Districts and Other Agencies for the Provision of Instructional Services

1. It is the responsibility of the school district to provide public educational opportunities to the handicapped as defined in Appendix A of "Standards and Procedures ..." approved by State Board of Education of January 12, 1973.

2. A school district may accept gifts or donations from private agencies. (Gifts or donations may be in the form of money, property, facilities, equipment, supplies, or services; either as a gift or as a loan.)

3. In accepting and utilizing gifts or facilities of any sort, the school district must maintain complete administrative and instructional responsibility for each resident child eligible for and enrolled in public education.

4. The school district shall prepare and submit to the State Department of Education an organizational chart which indicates the lines of authority and administration of any program maintained in facilities other than those public school facilities maintained by the school district itself. (Hereinafter referred to as "other facilities.")

5. A child shall be assigned to attend classes in other facilities only after the school district has:

    A. Determined that an appropriate educational program does not exist within the public school system itself and cannot be established by the district.

    B. Determined that the educational program offered in the other facility is appropriate to the child's needs.

    C. Secured written parental permission for such placement.

    D. Made provision for free transportation (within the provisions of law and appropriations) of the child to the other facility provided that the child would be eligible for free transportation to a public school similarly distant from the child's residence.

6. Children assigned to attend school in a facility separate from the public schools shall attend classes in the other facility only so long as necessary to receive special services that are not available in the public schools. Every effort shall be made to permit handicapped children to be integrated within the mainstream of the public school system itself.

7. The placement committee shall regularly review the progress made by a child in order to determine when the child shall be returned full-time to the public school.

8. If a school district assigns a teacher to teach in some other facility, the school district must maintain complete administrative responsibility for the teacher, and the teacher must be provided the same benefits, privileges, and responsibilities as teachers assigned to the public schools.

9. These guidelines are supplemental to, but not in substitution of "Standards and Procedures ..." approved by the State Board of Education on January 12, 1973.

III. Administration of Financial Aid Grants for Students Receiving Educational Services in Approved Out-of-State Institutions

1. Determination of a student's eligibility to receive state funds for enrollment in out-of-state institutions shall rest with the State Department of Education.

2. A. The local school district will secure and provide to the State Department of Education such evidence as may be deemed necessary in order to establish that a handicapped pupil is eligible for enrollment in out-of-state institutions.

   B. A student shall be eligible for enrollment in an out-of-state institution if---

      (1) The student is classified as "handicapped" under existing law, rules or regulations.

      (2) Appropriate educational opportunities are not available within South Carolina.

      (3) An appropriately licensed specialist prescribes such enrollment.

3. "Approved out-of-state institutions" shall be those educational institutions in other states which have been either approved or recommended by the corresponding State Department of Education or State Board of Education.

4. In calculating the amount of financial aid to be provided for students enrolled in out-of-state institutions, the local district will include the amount of state funds secured not to exceed one pupil's portion of the per-pupil local expenses incurred in operating handicapped programs at the local district level. The amount of state funds provided will not exceed the state funds which would be available if the pupil were otherwise enrolled in the local school district program. Implementation of this provision and participation therein shall be dependent upon the amount of appropriated funds for this purpose.

5. Normal bookkeeping procedures shall be employed by the local school district in accounting for the expenditure of these funds. Expenditure shall be made upon receipt of invoice and not to exceed the actual amount of the invoice.

IV. Assurances

1. Educational agencies engaged in cooperative or contractual arrangements with state or local education agencies shall meet applicable state health and safety regulations and shall provide assurances that they do not discriminate on the basis of race, religion, sex or national origin.

STATE BOARD OF EDUCATION REGULATIONS AFFECTING CERTIFICATION STATUS OF TEACHERS OF THE HANDICAPPED

Teachers of the Educable Mentally Handicapped at the Secondary Level. A teacher who holds a valid certificate in a secondary teaching area may upon recommendation by the district superintendent be issued an initial permit to teach educable mentally handicapped students at the secondary level without submitting the six semester hours which would normally be required for the initial permit. These teachers will be permitted to teach for one year on such a credential, but they must submit six semester hours in the area of the mentally handicapped in order to renew such a permit for a second year and they must submit six additional semester hours toward full certification for such subsequent renewal.

Final Six Semester Hours Not Available. Teachers who have been progressing toward full certification in education of the handicapped and who have earned all but six semester hours of the credits required for full certification may have a permit renewed for one year without submitting the six semester hours which would normally be required, provided the teacher can provide evidence that he cannot earn the required credits without traveling excessive distances or that the required credits are not available during the current year. Renewal of such permits after the one year with no credits would require completion of certification requirements.

Vocational Teachers of Handicapped Pupils. Teachers who are certified in the area of trade and industrial education who are needed to teach vocational subjects to handicapped children may be issued renewable permits if they are engaged full time in teaching vocational subjects to identified handicapped children. Such vocational teachers will not be required to earn credits in the education of the handicapped.

REQUIREMENTS FOR PROFESSIONAL CERTIFICATE

EXCEPTIONAL CHILDREN
Educable Mentally Retarded

A. Bachelor's Degree

B. Composite National Teacher Examinations score of 975 with minimum of 450 on the Common Examinations and 450 on a teaching area examination.

C. General education—42-45 Semester Hours	Semester Hours
English	12
Biological and Physical Sciences	12
Social Studies	12
Health	2-3
Art and Music	4-6

D. Professional Education—24 Semester Hours	
Child Growth and Development	3
Principles and Philosophy of Education	3
Elementary School Curriculum	3
Teaching of Reading in the Elementary School	3
Directed Teaching	6
Introduction to Exceptional Children	3
Educational Assessment	3

E. Special Preparation—30 Semester Hours	
Mathematics for the Elementary School Teacher	3
Art for the Elementary School Teacher	3
Music for the Elementary School Teacher	3
Nature or Psychology of the Mentally Retarded	3
Educational Procedures for the Mentally Retarded	3
Physical Education and Recreation for the Mentally Retarded	3
Teaching of Language Arts for the Mentally Retarded	3
Teaching of Mathematics for the Mentally Retarded	3
Restricted Electives	6

Two courses to be elected from the following:

The Nature of Emotional Disturbance	3
Principles of Speech Correction	3
Introduction to Rehabilitation and Community Services	3
Behavior Problems	3
Theories of Learning	3
Educational Procedures for Culturally and/or Educationally Handicapped Youth	3
Practicum in Instruction of Exceptional Children	3
Learning Disabilities	3
Psychological Aspects of Disability	3

Approved by State Board of Education August 14, 1970. Effective for Spring Graduating Class of 1973.

REQUIREMENTS FOR CERTIFICATE FOR TEACHERS WHO HAVE A PROFESSIONAL CERTIFICATE IN ANOTHER AREA

EXCEPTIONAL CHILDREN

To Teach Educable Mentally Retarded

A. A Professional Certificate which must include:

	Semester Hours
Human Growth and Development or an equivalent	3
Teaching of Reading	3

B. Special Preparation—15 Semester Hours

Introduction or Psychology of Exceptional Children	3
Nature or Psychology of the Mentally Retarded	3
Educational Procedures for the Mentally Retarded	3
Elective Courses	6

Two courses to be elected from the following:

Art Education	3
Nature of Emotionally Disturbed	3
Principles of Speech Correction	3
Educational Assessment	3
Physical Education and Recreation for the Exceptional Child	3
Teaching of Language Arts for the Mentally Retarded	3
Teaching of Mathematics for the Mentally Retarded	3
Introduction to Rehabilitation and Community Services	3
Theories of Learning	3
Education Procedures for Culturally and/or Educationally Handicapped Youth	3
Practicum in Instruction of Exceptional Children	3
Learning Disabilities	3
Psychological Aspects of Disability	3

Requirements approved by State Board of Education August 14, 1970, to become effective July 1, 1973. Optional prior to July 1, 1973.

REQUIREMENTS FOR PROFESSIONAL CERTIFICATE

EXCEPTIONAL CHILDREN
Trainable Mentally Retarded

A. Bachelor's Degree

B. Composite National Teacher Examinations score of 975 with minimum of 450 on the Common Examinations and 450 on a teaching area examination.

C. General Education—42-45 Semester Hours	Semester Hours
English	12
Biological and Physical Sciences	12
Social Studies	12
Health	2-3
Art and Music	4-6

D. Professional Education—24 Semester Hours	
Child Growth and Development	3
Principles and Philosophy of Education	3
Elementary School Curriculum	3
Teaching of Reading in the Elementary School	3
Directed Teaching with Mentally Retarded	6
Introduction to Exceptional Children	3
Educational Assessment	3

E. Special Preparation—30 Semester Hours	
Behavior of the Pre-School Child	3
Art for the Elementary School Teacher	3
Music for the Elementary School Teacher	3
Nature of Psychology of the Mentally Retarded	3
Educational Procedures for the Mentally Retarded	3
Physical Education and Recreation for the Mentally Retarded	3
Teaching of Language Arts for the Mentally Retarded	3
Principles of Speech Correction	3
Restricted Electives	6

Two courses to be elected from the following:

The Nature of Emotional Disturbance	3
The Teaching of Math for the Retarded	3
Introduction to Rehabilitation and Community Services	3
Theories of Learning	3
Educational Procedures for Cultually and/or Educationally Handicapped Youth	3
Learning Disabilities	3
Physical Education for Exceptional Children	3
Psychological Aspects of Disability	3

Approved by State Board of Education August 14, 1970. Effective for Spring Graduating Class of 1973.

REQUIREMENTS FOR CERTIFICATE FOR TEACHERS WHO HAVE A PROFESSIONAL CERTIFICATE IN ANOTHER AREA

EXCEPTIONAL CHILDREN

To Teach Trainable Mentally Retarded

A. A Professional Certificate which must include:

	Semester Hours
Human Growth and Development or an equivalent	3
Teaching of Reading	3

B. Special Preparation—15 Semester Hours

Introduction or Psychology of Exceptional Children	3
Nature or Psychology of the Mentally Retarded	3
Educational Procedures for the Mentally Retarded	3
Elective Courses	6

Two courses to be elected from the following:

Art or Music for the Elementary School Child	3
Nature of Emotionally Disturbed	3
Principles of Speech Correction	3
Educational Assessment	3
Physical Education and Recreation for the Exceptional Child	3
Teaching of Language Arts for Retarded	3
Teaching of Mathematics for Retarded	3
Introduction to Rehabilitation and Community Services	3
Theories of Learning	3
Education Procedures for Culturally and/or Educationally Handicapped Youth	3
Practicum in Instruction of Exceptional Children	3
Learning Disabilities	3
Psychological Aspects of Disability	3

Requirements approved by State Board of Education August 14, 1970, to become effective July 1, 1973. Optional prior to July 1, 1973.

REQUIREMENTS FOR PROFESSIONAL CERTIFICATE

EXCEPTIONAL CHILDREN
Emotionally Handicapped

A. Bachelor's Degree

B. Composite National Teacher Examinations score of 975 with minimum of 450 on the Common Examinations and 450 on a teaching area examination.

C. General Education—42-45 Semester Hours

	Semester Hours
English	12
Biological and Physical Sciences	12
Social Studies	12
Health	2-3
Art and Music	4-6

D. Professional Education—24 Semester Hours

Child Growth and Development	3
Principles and Philosophy of Education	3
Elementary School Curriculum	3
Teaching of Reading in the Elementary School	3
Directed Teaching with Emotionally Handicapped	6
Introduction to Exceptional Children	3
Educational Assessment	3

E. Special Preparation—30 Semester Hours

Mathematics for the Elementary or Secondary School Teacher	3
Art for the Elementary or Secondary School Teacher	3
Music for the Elementary or Secondary School Teacher	3
Nature or Psychology of Emotionally Handicapped	3
Educational Procedures for Emotionally Handicapped	3
Remedial Reading	3
Theories of Personality	3
Teaching of Mathematics	3
Restrictive Electives	6

Two courses to be elected from the following:

Introduction to Rehabilitation and Community Services	3
Educational Procedures for Culturally and/or Educationally Handicapped Youth	3
Theories of Learning	3
Educational Psychology	3
Physical Education and Recreation for the Elementary School Child	3
Physical Education and Recreation for the Exceptional Child	3
Learning Disabilities	3

Approved by State Board of Education August 14, 1970. Effective for Spring Graduating Class of 1973.

REQUIREMENTS FOR CERTIFICATE FOR TEACHERS WHO HAVE A PROFESSIONAL CERTIFICATE IN ANOTHER AREA

EXCEPTIONAL CHILDREN

Emotionally Handicapped

	Semester Hours
A. A Professional Certificate which must include:	
Human Growth and Development or an equivalent	3
Teaching of Reading	3
B. Special Preparation—15 Semester Hours	
Nature of Emotionally Handicapped	3
Educational Procedures for Emotionally Handicapped	3
Practicum in Instruction for Emotionally Handicapped	3
Elective Courses	6
Two courses to be elected from the following:	
Introduction to Exceptional Children	3
Educational Assessment	3
Remedial Reading	3
Theories of Personality	3
Teaching of Mathematics	3
Introduction to Rehabilitation and Community Services	3
Educational Procedures for Culturally and/or Educationally Handicapped Youth	3
Theories of Learning	3
Educational Psychology	3
Physical Education and Recreation for the Exceptional Child	3
Physical Education and Recreation for the Elementary School Child	3
Learning Disabilities	3

Requirements approved by State Board of Education August 14, 1970, to become effective July 1, 1973. Optional prior to July 1, 1973.

REQUIREMENTS FOR PROFESSIONAL CERTIFICATE

EXCEPTIONAL CHILDREN

Learning Disabilities

A. Bachelor's Degree

B. Composite National Teacher Examinations score of 975 with minimum of 450 on the Common Examinations and 450 on a teaching area examination.

C. General Education—42-45 Semester Hours

	Semester Hours
English	12
Biological and Physical Sciences	12
Social Studies	12
Health	2-3
Art and Music	4-6

D. Professional Education—24 Semester Hours

Child Growth and Development	3
Principles and Philosophy of Education	3
Elementary School Curriculum	3
Teaching of Reading in the Elementary School	3
Directed Teaching with Learning Disabilities	6
Introduction to Exceptional Children	3
Educational Assessment	3

E. Special Preparation—30 Semester Hours

Mathematics for the Elementary or Secondary School Teacher		3
Art for the Elementary or Secondary School Teacher		3
Music for the Elementary or Secondary School Teacher		3
Characteristics of Learning Disabilities		3
Educational Procedures for Learning Disabilities		3
Remedial Reading		3
Teaching of Math in the Elementary School		3
Physical Education and Recreation for the Exceptional Child		3
Restrictive Electives		6
Nature of Emotionally Handicapped	3	
Language Arts	3	
Introduction to Rehabilitation and Community Services	3	
Educational Procedures for Culturally and/or Educationally Handicapped Youth	3	
Theories of Learning	3	
Educational Psychology	3	
Physical Education and Recreation for the Elementary School Child	3	
Practicum in Instruction of Learning Disabilities	3	

Approved by State Board of Education August 14, 1970. Effective for Spring Graduating Class of 1973.

REQUIREMENTS FOR CERTIFICATE FOR TEACHERS WHO HAVE A PROFESSIONAL CERTIFICATE IN ANOTHER AREA

EXCEPTIONAL CHILDREN

Learning Disabilities

A. A Professional Certificate which must include:

	Semester Hours
Human Growth and Development or equivalent	3
Teaching of Reading	3

B. Special Preparation—15 Semester Hours

Characteristics of Learning Disabilities	3
Educational Procedures for Learning Disabilities	3
Practicum in Instruction With Learning Disabilities	3
Elective Courses	6

Two courses to be elected from the following:

Educational Assessment	3
Introduction to Exceptional Children	3
Remedial Reading	3
Practicum in Instruction of Learning Disabilities	3
Nature of Emotionally Handicapped	3
Language Arts	3
Introduction to Rehabilitation and Community Services	3
Educational Procedures for Culturally and/or Educationally Handicapped Youth	3
Theories of Learning	3
Educational Psychology	3
Physical Education and Recreation for the Exceptional Child	3
Physical Education and Recreation for the Elementary School Child	3

Requirements approved by State Board of Education August 14, 1970, to become effective July 1, 1973. Optional prior to July 1, 1973.

REQUIREMENTS FOR PROFESSIONAL CERTIFICATE

EXCEPTIONAL CHILDREN
Hearing Handicapped

A. Bachelor's Degree

B. Composite National Teacher Examinations score of 975 with minimum of 450 on the Common Examinations and 450 on a teaching area examination.

C. General Education—42-45 Semester Hours

	Semester Hours
English	12
Biological and Physical Sciences	12
Social Sciences	12
Health	2-3
Art and Music	4-6

D. Professional Education—24 Semester Hours

Child Growth and Development	3
Principles and Philosophy of Education	3
Elementary School Curriculum	3
Teaching of Reading in the Elementary School	3
Directed Teaching with Hearing Impaired Children	6
Introduction to Exceptional Children	3
Educational Assessment	3

E. Special Preparation—30 Semester Hours

Anatomy of the Auditory and Speech Mechanism	3
Psychosocial Aspects of Disability	3
Audiology, Hearing Aids, and Auditory Training	3
Methods of Teaching Speech Reading to the Hearing Impaired	3
Teaching of Language to the Hearing Impaired	3
Methods of Teaching Elementary School Subjects	3
Psychology of the Hearing Impaired	3
Restrictive Electives	6

Two courses to be elected from the following:

Principles of Speech Correction	3
Physical Education and Recreation for the Exceptional Child	3
Nature of Emotionally Disturbed	3
Learning Disabilities	3
Remedial Reading	3
Practicum in Instruction of the Exceptional Child	3
Introduction to Rehabilitation and Community Services	3
Educational Psychology	3
History of Education and Guidance for the Hearing Impaired	3

Approved by the State Board of Education August 14, 1970. Effective for Spring Graduating Class of 1973.

REQUIREMENTS FOR CERTIFICATE FOR TEACHERS WHO HAVE A PROFESSIONAL CERTIFICATE IN ANOTHER AREA

EXCEPTIONAL CHILDREN

Hearing Handicapped

A. A Professional Certificate which must include:

	Semester Hours
Human Growth and Development or an equivalent	3
Teaching of Reading	3

B. Special Preparation—15 Semester Hours

Methods of Teaching Speech Reading	3
Psychology of Hearing Handicapped	3
Teaching of Language to Hearing Handicapped	3
Elective Courses	6

Two courses to be elected from the following:

Introduction to Exceptional Children	3
Educational Assessment	3
Anatomy of the Auditory and Speech Mechanism	3
History of Education and Guidance for the Hearing Impaired	3
Audiology, Hearing Aids, and Auditory Training	3
Methods of Teaching Elementary School Subjects	3
Principles of Speech Correction	3
Physical Education and Recreation for the Exceptional Child	3
Nature of Emotionally Disturbed	3
Learning Disabilities	3
Remedial Reading	3
Practicum in Instruction of the Exceptional Child	3
Introduction to Rehabilitation and Community Services	3
Educational Psychology	3

Requirements approved by State Board of Education August 14, 1970, to become effective July 1, 1973. Optional prior to July 1, 1973.

REQUIREMENTS FOR PROFESSIONAL CERTIFICATE

EXCEPTIONAL CHILDREN

Visually Handicapped

A. Bachelor's Degree

B. Composite National Teacher Examinations score of 975 with minimum of 450 on the Common Examinations and 450 on a teaching area examination.

C. General Education—42-45 Semester Hours

	Semester Hours
English	12
Biological and Physical Sciences	12
Social Studies	12
Health	2-3
Art and Music	4-6

D. Professional Education—24 Semester Hours

Child Growth and Development	3
Principles and Philosophy of Education	3
Elementary School Curriculum	3
Teaching of Reading in the Elementary School	3
Directed Teaching with Visually Handicapped	6
Introduction to Exceptional Children	3
Educational Assessment	3

E. Special Preparation—30 Semester Hours

Mathematics for the Elementary or Secondary School Teacher	3
Art for the Elementary or Secondary School Teacher	3
Music for the Elementary or Secondary School Teacher	3
Nature of Visually Handicapped	3
Braille	3
Mobility Training	3
Educational Procedures for Visually Handicapped	3
Learning Disabilities	3
Restrictive Electives	6

Two courses to be elected from the following:

Remedial Reading	3
Educational Psychology	3
Nature of Emotionally Disturbed	3
Introduction to Rehabilitation and Community Services	3
Physical Education and Recreation for the Exceptional Child	3
Practicum in Instruction of the Exceptional Child	3
Physiology and Anatomy of the Eye	3
Educational Procedures for Culturally and/or Educationally Handicapped Youth	3

Approved by State Board of Education August 14, 1970. Effective for Spring Graduating Class of 1973.

REQUIREMENTS FOR CERTIFICATE FOR TEACHERS WHO HAVE A PROFESSIONAL CERTIFICATE IN ANOTHER AREA

EXCEPTIONAL CHILDREN

Visually Handicapped

A. A Professional Certificate which must include:

	Semester Hours
Human Growth and Development or an equivalent	3
Teaching of Reading	3

B. Special Preparation—15 Semester Hours

Nature of Visually Handicapped	3
Educational Procedures for Visually Handicapped	3
Introduction to Exceptional Children	3
Elective Courses	6

Two courses to be elected from the following:

Educational Assessment	3
Braille	3
Mobility Training	3
Learning Disabilities	3
Remedial Reading	3
Educational Psychology	3
Nature of Emotionally Disturbed	3
Introduction to Rehabilitation and Community Services	3
Physical Education and Recreation for the Exceptional Child	3
Practicum in Instruction of the Exceptional Child	3
Physiology and Anatomy of the Eye	3
Educational Procedures for Culturally and/or Educationally Handicapped Youth	3

Requirements approved by State Board of Education August 14, 1970, to become effective July 1, 1973. Optional prior to July 1, 1973.

REQUIREMENTS FOR PROFESSIONAL CERTIFICATE

EXCEPTIONAL CHILDREN
Orthopedically Handicapped

A. Bachelor's Degree

B. Composite National Teacher Examinations score of 975 with minimum of 450 on the Common Examinations and 450 on a teaching area examination.

C. General Education—42-45 Semester Hours

	Semester Hours
English	12
Biological and Physical Sciences	12
Social Studies	12
Health	2-3
Art and Music	4-6

D. Professional Education—24 Semester Hours

Child Growth and Development	3
Principles and Philosophy of Education	3
Elementary School Curriculum	3
Teaching of Reading in the Elementary School	3
Directed Teaching	6
Introduction to Exceptional Children	3
Educational Assessment	3

E. Special Preparation—30 Semester Hours

Mathematics for the Elementary or Secondary School Teacher	3
Art for the Elementary or Secondary School Teacher	3
Music for the Elementary or Secondary School Teacher	3
Nature of Crippling and Special Health Problems	3
Psychological Aspects of Disability	3
Learning Disabilities	3
Principles of Speech Correction	3
Introduction to Rehabilitation and Community Services	3
Restrictive Electives	6

Two courses to be selected from the following:

The Nature of Emotional Disturbance	3
Educational Procedures for Culturally and/or Educationally Handicapped Youth	3
Educational Procedures for Orthopedically Handicapped	3
Remedial Reading	3
Educational Procedures for Mentally Retarded	3
Teaching of Math for the Mentally Retarded	3
Educational Psychology	3
Practicum in Instruction for the Exceptional Child	3
Physical Education and Recreation for the Exceptional Child	3

Approved by State Board of Education August 14, 1970. Effective for Spring Graduating Class of 1973.

REQUIREMENTS FOR CERTIFICATE FOR TEACHERS WHO HAVE A PROFESSIONAL CERTIFICATE IN ANOTHER AREA

EXCEPTIONAL CHILDREN

Orthopedically Handicapped

		Semester Hours
A. A Professional Certificate which must include:		
Human Growth and Development or an equivalent		3
Teaching of Reading		3
B. Special Preparation—15 Semester Hours		
Nature of Crippling and Chronic Health Problems		3
Introduction to Exceptional Children		3
Practicum in Instruction for Orthopedically Handicapped		3
Elective Courses		6
Two courses to be elected from the following:		
Educational Assessment	3	
Learning Disabilities	3	
Principles of Speech Correction	3	
Introduction to Rehabilitation and Community Services	3	
The Nature of Emotional Disturbance	3	
Educational Procedures for Culturally and/or Educationally Handicapped Youth	3	
Educational Procedures for Orthopedically Handicapped	3	
Remedial Reading	3	
Educational Procedures for Mentally Retarded	3	
Teaching of Mathematics for the Mentally Retarded	3	
Educational Psychology	3	
Psychological Aspects of Disability	3	

Requirements approved by State Board of Education August 14, 1970 to become effective July 1, 1973. Optional prior to July 1, 1973.

CERTIFICATION REQUIREMENTS FOR PUBLIC SCHOOL SPEECH CLINICIANS

A. Bachelor's Degree

B. Endorsement of training institution certifying competence in conducting speech therapy in public-school situations.

C. General Education—42-45 Semester Hours

	Semester Hours
English	12
Biological and Physical Sciences	12
Social Studies (At least two fields must be represented)	12
Health	2-3
Art and Music	4-6

D. Professional Education—18 Semester Hours

Human Growth and Development	6
Principles and Philosophy of Education	
Principles of Learning, Methods and Materials for Classroom Teaching	6
Directed Teaching in Speech Correction	6

(Clinical Practicum - 200 clock hours under supervision of qualified clinician. It is recommended that a minimum of 90 hours of the practicum be obtained in a public-school situation.)

E. Special Preparation—30 Semester Hours

1. Basic Area 6
    - *Anatomy, Physiology, Mechanics, and Function of the Ear and Vocal Mechanism
    - Phonetics
    - Semantics
    - Speech and Voice Science
    - Psychology of Speech
    - Experimental Phonetics

*The area indicated by an asterisk must be represented in fulfilling credit requirements for Section A.

2. Speech Pathology and/or Correction Courses 12
    - * Stuttering
    - Articulation—physical and psychogenic causes and correction
    - Voice Disorders
    - Cleft Palate
    - Aphasia
    - Cerebral Palsy
    - Psychogenic Speech Problems
    - Pathological Speech Problems

All areas indicated by an asterisk must be represented in fulfilling credit requirements for Section 2. Any practicum received in connection with course work in these content areas may be counted in calculating the 200 clock hours of practicum required in Section D.

3. Audiology 3
    - Testing of Hearing
    - Introduction to Audiology
    - Auditory Training
    - Speech Reading
    - Speech for the Acoustically Handicapped

4. Psychology 6
    - Human Growth and Development (May be counted in Professional Requirements)
    - * Psychology of Adjustment
    - * Abnormal Psychology

*One of the two areas indicated by an asterisk must be represented in fulfilling credit requirements for Section 4.

5. Basic Course in Public Speaking 3

TEACHER TRAINING PROGRAMS

Program Areas

EMH - Educable Mentally Handicapped
EH - Emotionally Handicapped
HH - Hearing Handicapped
LD - Learning Disabled
OH - Orthopedically Handicapped
SH - Speech Handicapped
TMH - Trainable Mentally Handicapped
VH - Visually Handicapped

Types of Programs

U–Co - Undergraduate Certification Only Available
B - Bachelor's Degree Available
G-CO - Graduate Certification Only Available
M - Master's Degree Available

Training Program	**Degrees Offered 1973-74**	**Projected Degrees Offered 1974-75**
Baptist College Carol Fleres Assistant Professor of Special Education Charleston, South Carolina 29411 797-4706	EMH (B)	
Central Wesleyan College Elizabeth Sims, Head Special Education Department Central, South Carolina 639-2453	EMH (B)	
The Citadel Dr. Merl Gaskill, Chairman Special Education Department Charleston, South Carolina 29401 723-0611	EMH (U–CO, M) EH (M) LD (M)	SH (U–CO, M)
Clemson University Dr. W. Owens Corder Associate Professor Elementary and Secondary Education Clemson, South Carolina 29631 656-3482, Extension 29	EMH (U–CO, G–CO) LD (U–CO, G–CO) EH (U–CO, G–CO)	EMH (M) LD (M)
Coker College Dr. John Richardson Assistant Professor Hartsville, South Carolina 29550 332-1381, Extension 419	EMH (B, G–CO) LD (B, G–CO) EH (B, G–CO)	

Training Program	Degrees Offered 1973-74	Projected Degrees Offered 1974-75
College of Charleston Mr. Joseph Benton School of Education Charleston, South Carolina 29401 772-0181, Extension 304	EMH (U–CO)	EH (U–CO, B, M) LD (U–CO, B, M) TMH (U–CO, B, M) EMH (B, M)
Columbia College Dr. Ronald Midkiff, Head Center for Developmental Studies Columbia, South Carolina 29203 786-3747	EMH (B) EH (U–CO) SH (B)	LD (U–CO)
Converse College Dr. John Martin, Director Special Education Spartanburg, South Carolina 29301 585-6421, Extension 352 or 228	EMH (B) HH (B)	LD (U–CO)
Erskine College R.K. Ackerman Vice President for Academic Affairs Due West, South Carolina 29639		EMH (G–CO)
Furman University Dr. Virginia Henry Coordinator of Special Education Greenville, South Carolina 29613 246-3550, Extension 436	EMH (B) LD (B)	EH (B)
Presbyterian College Dr. Dorthy Bryant, Chairman Department of Education Clinton, South Carolina 29325 833-2820, Extension 237	EMH (B)	
South Carolina State College Dr. Bernice Stukes, Dean School of Education Orangeburg, South Carolina 29115 534-6560, Extension 236	EMH (B, M) SH (B)	
University of South Carolina Dr. Arthur I. Weiss, Head Program for Exceptional Children Columbia, South Carolina 29208 777-8195	LD (M) EMH (M) VH (G–CO)	VH (M) Deaf Edu. (M) 6 yr. certificate in Supervision of special education

Training Program	Degrees Offered 1973-74	Projected Degrees Offered 1974-75
University of South Carolina Dr. G. N. Coson, Chairman Speech Pathology College of Allied Health Professions Columbia, South Carolina 29208 777-4813	SH (M)	
Winthrop College Dr. John Gallien, Chairman Program for Exceptional Children Rock Hill, South Carolina 29730 323-2211	EMH (B, M) EH (B, M) LD (B, M) SH (M) TMH (B, M)	SH (B)

STATE AGENCIES DEALING WITH HANDICAPPED

Office of Child Development
Barbara Mosses, Director
915 Main Street
Columbia, South Carolina 29201
758-2996

Children's Bureau of South Carolina
Josephine A. Cannon, Executive Director
2600 Bull Street
Columbia, South Carolina 29201
758-2702

South Carolina School for Deaf and Blind
N. F. Walker, Director
Cedar Spring Station
Spartanburg, South Carolina 29302
585-7711

Bureau of Community Health Services
Dr. Hilla Sheriff, Assistant State Health
Officer for Community Health Services
J. Marion Sims Building
2600 Bull Street
Columbia, South Carolina 29201
758-5664

South Carolina Department of Mental Health
Dr. William S. Hall, Commissioner
2414 Bull Street
P. O. Box 485
Columbia, South Carolina 29202
758-7701

South Carolina Department of Mental Retardation
Dr. Charles D. Barnett, Commissioner
2712 Middleburg Drive
P. O. Box 4706
Columbia, South Carolina 29240
758-3671

The South Carolina Opportunity School
Dr. J. Truett Willis, Superintendent
West Campus Road
West Columbia, South Carolina 29169
758-2503

Department of Social Services
Children and Family Services Division
Linda Liverman, Interim Chief
Rutledge Building
1429 Senate Street
P. O. Box 1520
Columbia, South Carolina 29202
758-2847

Vocational Rehabilitation Department
Dr. Dill D. Beckman, Commissioner
Room 403, Wade Hampton Office Building
Columbia, South Carolina 29201
758-8751

South Carolina Department of Health and
Environmental Control
Dr. E.K. Aycock, Health Officer
2600 Bull Street
Columbia, South Carolina 29201
758-5445

South Carolina Employment Securities Commission
Counseling and Handicapped Services
C. Lem Harper, Chairman
Jean Shipley, Supervisor
1225 Laurel Street
P. O. Box 995
Columbia, South Carolina 29202
758-2706

Child Evaluation Clinic
Dr. Dee C. Breeden, Director
State Park Health Center
Farrow Road
Columbia, South Carolina 29203
758-4411

Vince Moseley Diagnostic and Evaluation Center
Dr. J. R. Paul
41 Bee Street
Charleston, South Carolina 29401
577-5076

South Carolina Commission for the Blind
Henry F. Watts, Executive Director
1400 Main Street
Columbia, South Carolina 29211
758-2595

South Carolina Department of Education
Dr. Cyril B. Busbee
State Superintendent of Education
1429 Senate Street
Columbia, South Carolina 29201
758-3291

OTHER PUBLICATIONS BY
OFFICE OF PROGRAMS FOR THE HANDICAPPED
STATE DEPARTMENT OF EDUCATION

Annotated Materials Catalog, South Carolina Instructional Materials Center for Handicapped Children - Yearly Supplement.

Series of five newsletters from South Carolina Instructional Materials Center Network for Handicapped Children - disseminated in September, October, November, January, March.

The Resource Room: A Practical Approach to Providing Instruction for Mildly Handicapped Children, 1973.

Good Mental Health in the Classroom, 1973.

Administrator's Guide to Programs for the Speech Handicapped, 1972.

Suggestions to the Teacher for Improvement of Teacher Aide Activities in the Classroom, 1972.

Help for Children with Speech and Hearing Problems, 1971.

Arts and Crafts for Use with Mentally Retarded Students, 1970.

Curriculum Guide for the Educable Mentally Handicapped, 1966.

The Hearing Impaired Child: What Teachers and Parents Can Do to Help Him and What He Can Do to Help Himself.

SELF–STUDY CHECKLIST

"Standards and Procedures for the Operation of Programs for Handicapped Pupils" are contained elsewhere in this document and should be referred to for a more definitive self-study. The checklist below relates to items of a critical nature:

1. Does your school district individually or in combination with other districts conduct a survey of the educational needs of all handicapped children within your jurisdiction?
2. Does your school district have an officially adopted written policy statement that assures the appropriate education of handicapped pupils?
3. In identifying handicapped pupils does your district employ the legally established definitions as defined in Appendix A of the Standards and Procedures?
4. Are educational programs for handicapped pupils provided for all handicapped pupils of legal school age who reside in the local school district?
5. Does the district have adequate documentation for the total percentage of handicapped pupils served, (i.e., especially in excess of 15.59 percent of the district's pupil population?)
6. If you are planning to send students to a nearby district, do you have documented justification for not serving them within your district?
7. Is your curriculum for handicapped pupils sequential and does it correspond to programs available to other students (K or 1-12)?
8. Are appropriate occupational or vocational training and placement services made available to students enrolled in programs for the handicapped on at least the same basis as to the student body at large?
9. Do your pupil personnel records indicate the screening evaluation, and placement processes employed to assign pupils to a program for the handicapped?
10. Does your district secure written parental permission before testing a pupil?
11. Are all children remaining in programs for the handicapped re-evaluated at least every two years?
12. Does your district have a placement committee appointed by the local district superintendent or his designee?
13. Does your district place and dismiss pupils (except speech handicapped) into and out of programs for handicapped pupils only upon the recommendation of a placement committee?

14. Does your district have at least three members on its placement committee?

15. Does the district honor the "due process" clause prior to placement of pupils?

16. Has your district appointed an individual who shall act as liaison between the local school district and the State Department of Education for purposes of implementing programs for handicapped pupils?

17. Are the facilities for handicapped pupils in your district designed in compliance with standards set by the State Board of Education? (See Appendix D of "Standards and Procedures").

18. Wherever necessary are the physical facilities utilized in programs for handicapped pupils specially adapted to the needs of the handicapped?

19. Are appropriate teaching materials and equipment available to handicapped to the same extent that materials and equipment are made available to the student body at large?

20. Do you have a certified educational evaluator on the district staff?

21. Does this examiner administer at least one individual test and at least two other tests of psychological function?

22. Does a social worker or other appropriate person secure an extensive history of the child and his family?

23. Do emotionally handicapped possess demonstrably adequate intellectual potential and manifest a primary handicapping condition of emotional disturbance?

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